# REPORT RESUMES

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LEADERSHIP DEVELOPMENT SEMINAR VOCATIONAL-TECHNICAL EDUCATION, JULY 25-AUGUST 5, 1966. FINAL REPORT.
BY- GREEN, KINSEY AND OTHERS
MARYLAND UNIV., COLLEGE PARK
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A 2-WEEK, LEADERSHIP DEVELOPMENT SEMINAR WAS HELD JULY 25-AUGUST 5, 1966, AT TAHOE CITY, CALIFORNIA, FOR SELECTED FEDERAL, STATE, AND LOCAL EDUCATORS WHO HAVE RESPONSIBILITY FOR VOCATIONAL-TECHNICAL EDUCATION PROGRAMS. THE AGENDA AND PROCEDURES OF THIS SEMINAR WERE ESSENTIALLY THE SAME AS THOSE USED AT THE VOCATIONAL-TECHNICAL EDUCATION LEADERSHIP DEVELOPMENT SEMINARS HELD AT THE UNIVERSITY OF MARYLAND MAY 31-JUNE 10, 1966, AND JULY 11-22, 1966. THE OBJECTIVES OF THE SEMINAR WERE TO PRESENT INFORMATION CONCERNING VOCATIONAL EDUCATION PROGRAMS AND PROCEDURES AND TO PROVIDE OPPORTUNITIES FOR PARTICIPANTS TO OBSERVE AND PRACTICE SPECIFIC LEADERSHIP SKILLS. A TOTAL OF 48 DELEGATES WERE SELECTED ON A QUOTA BASIS, UPON RECOMMENDATION BY THE RESPECTIVE STATE DIRECTOR OF VOCATIONAL-TECHNICAL EDUCATION, TO PARTICIPATE IN THE SEMINAR. TOPICS ON THE SEMINAR'S AGENDA INCLUDED HISTORY OF VOCATIONAL-TECHNICAL EDUCATION, LEADERSHIP-ADMINISTRATIVE-SUPERVISORY IMPLICATIONS OF VOCATIONAL-TECHNICAL EDUCATION LEGISLATION, DEVELOPMENT AND USE OF ADMINISTRATIVE-SUPERVISORY AND LEADERSHIP SKILLS, THE WORLD OF WORK, PROJECTED STATE PLANS, COUNSELING AND OTHER SUPPORTIVE SERVICES, PRE- AND IN-SERVICE TEACHER EDUCATION, EQUIPMENT AND FACILITIES, RESEARCH AND PILOT PROJECTS, CURRICULUM DEVELOPMENT, COORDINATION OF ACTIVITIES WITH OTHER AGENCIES, EVALUATION OF PROGRESS, AND STATE AND LOCAL SUPERVISION. EVALUATION OF THE SEMINAR WAS ACHIEVED THROUGH PARTICIPANT PRE- AND POST-QUESTIONNAIRES, GROUP DISCUSSION, AND PERSONAL INTERVIEWS. RELATED REPORTS ARE ED 010 629 THROUGH ED 010 631. (JH)

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UNIVERSITY OF MARYLAND
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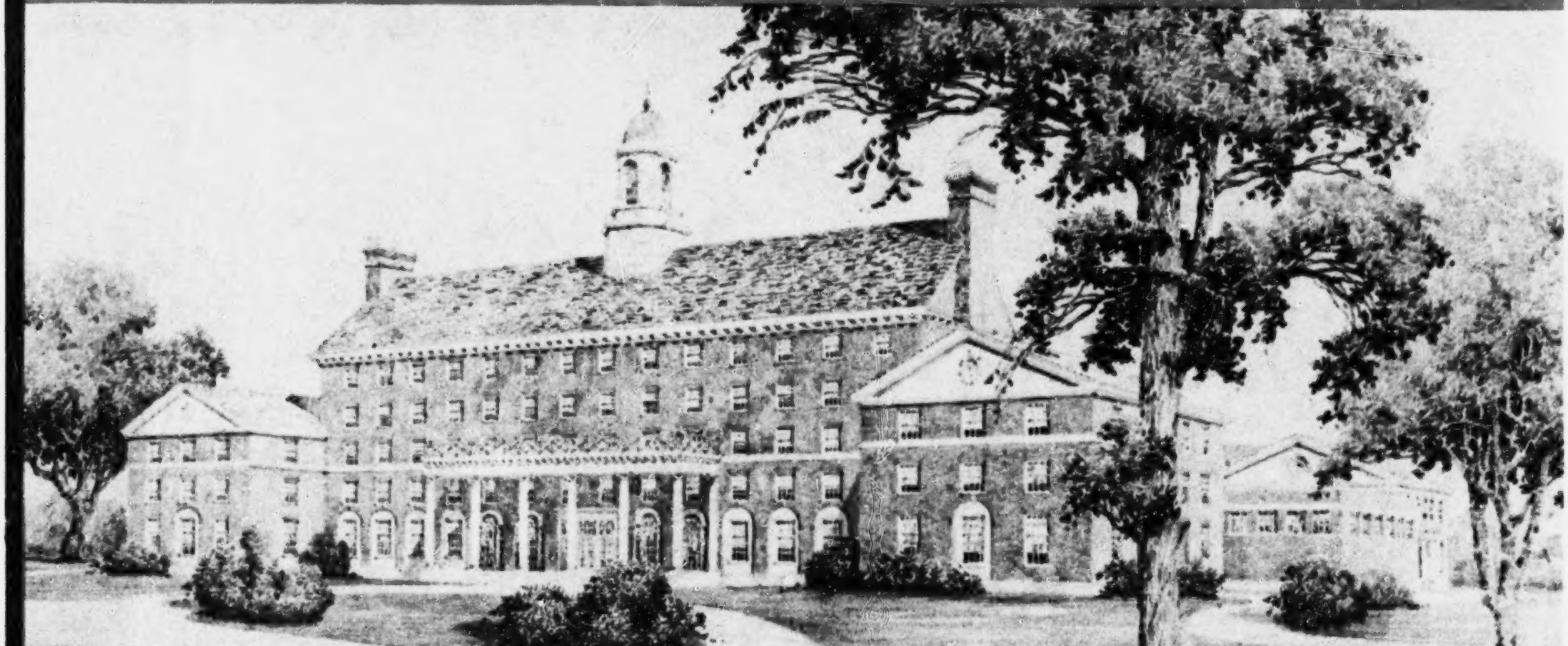
# FINAL REPORT

# VOCATIONAL-TECHNICAL EDUCATION LEADERSHIP DEVELOPMENT SEMINAR



*JULY 25 - AUGUST 5, 1966*
*TAHOE ALUMNI CENTER, CALIFORNIA*

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# FINAL REPORT
# LEADERSHIP DEVELOPMENT
# SEMINAR
# VOCATIONAL-TECHNICAL EDUCATION

July 25 - August 5, 1966

University of California Alumni Center

Tahoe City, California

Edited
by
Kinsey Green
Program Assistant

University of Maryland
College Park, Maryland
Project No. 6-2188
Under Contract OEG-2-6-062188-0732

with the

Division of Vocational and Technical Education
Office of Education
U.S. Department of Health, Education and Welfare
Washington, D. C.

Project Director: Clodus R. Smith
Assistant Project Director: Erna R. Chapman

# FOREWORD

The legislation embodied in the Vocational Act of 1963 in effect initiated a revolution in vocational and technical education. The revolution of new directions brought unfaced problems, different challenges, and new concerns. Never in the history of vocational-technical education have we faced the multiplicity of problems and the need for immediate and long-range planning at the federal, state and local levels that we currently know.

Louis Cheskin has entitled a recent book Problem-Directed Men: Our Greatest Need in Business and Government. Essentially our need is the same: vocational educators who have the vision to define problems and establish priorities, and the will and knowledge to work toward the solution of these problems. Through a recognition of this need the Leadership Development Seminars were conceived. Leadership begins with the desire to achieve; to achieve, the leader must establish goals that are realistic. Skill in developing goals and in working successfully with groups can be developed through training and group activity. Leaders from the nation and territories have come together to consider salient problems, to train in leadership skills, and to become acquainted with the ideas of outstanding resource persons in vocational education and related fields of public service.

Many people have shared in the planning, execution, and evaluation of the Seminar; their contributions are gratefully acknowledged. Special commendation goes to Richard S. Nelson, Chief, Bureau of Industrial Education, California State Department of Education, who served as Seminar Director, and his capable staff. The success of the Conference will be measured only as future programs progress under the guidance of more knowledgeable and confident leaders who participated in the program's activities.

Clodus R. Smith

August, 1966

# TABLE OF CONTENTS

Page

FOREWORD . . . . . . . . . . . . . . . . . . . . . . . . . . . iii

Program Design . . . . . . . . . . . . . . . . . . . . . . . . 1

Directory . . . . . . . . . . . . . . . . . . . . . . . . . . 3

  Staff . . . . . . . . . . . . . . . . . . . . . . . . . 3

  Conference Leaders . . . . . . . . . . . . . . . . . . . 5

  Resource Speakers . . . . . . . . . . . . . . . . . . . 6

Seminar Agenda . . . . . . . . . . . . . . . . . . . . . . . 13

Abstracts of Presentations . . . . . . . . . . . . . . . . . 21

Roster of Participants . . . . . . . . . . . . . . . . . . . 55

BIBLIOGRAPHY . . . . . . . . . . . . . . . . . . . . . . . . 59

APPENDIX A. LEADERSHIP TECHNIQUES . . . . . . . . . . . . . 69

APPENDIX B. TASK FORCE ASSIGNMENTS. . . . . . . . . . . . . 123

APPENDIX C. EVALUATION INSTRUMENTS. . . . . . . . . . . . . 135

APPENDIX D. VOCATIONAL-TECHNICAL EDUCATION STATISTICAL DATA . . . . . . . . . . . . . . . . . . . 145

# PROGRAM DESIGN

The Vocational-Technical Education Leadership Development Seminar held at Tahoe City, California, was under contract between the U.S. Office of Education and the University of Maryland. The Seminar was designed to develop future the knowledge and understanding of selected federal, state and local educators who have the responsibility for vocational-technical programs.

The objectives of the Seminar were to present information concerning vocational-educational programs and procedures and to provide opportunities for participants to observe and practice specific leadership skills. These purposes were achieved through a multi-dimensional approach of information presentation, outstanding resource speakers, leadership technique practice and participant involvement through task force and conference leading assignments. Program content included: history of vocational-technical legislation, the world of work, projected state plans, counseling and other supportive services, pre- and in-service teacher education, equipment and facilities, research programs, curriculum development, coordination of activities with other agencies, evaluation of progress, supervision, and the role of professional organizations.

Participants were selected on a quota basis, upon recommendation by the respective State Director of Vocational-Technical Education. Forty-eight delegates participated in the two-week conference.

The residential University of California Tahoe Alumni Center provided conference and assembly rooms, housing for guests and dining facilities. Typing and duplication facilities were available for staff and participants.

Evaluation of the seminar was achieved through pre-and post-questionnaires from the participants, through group discussion and personal interviews.

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## DIRECTORY

### Staff

Clodus R. Smith — Project Director

Director of the Summer School and associate Professor of Agricultural and Extension Education, the University of Maryland; B.S., M.S., Oklahoma State University and Ed.D., Cornell University in vocational education. Experience includes six years as vocational teacher-educator at the University of Maryland, three years as Director of the University of Maryland Summer School, and eight years as teacher-director and teacher of Vocational Education in Agriculture in local high schools. Other experience includes project director of the Induction-Inservice Training Program for Personnel in the Division of Vocational-Technical Education, U. S. Office of Education, Consultant to the Office of Economic Opportunity, member of Job Corps Proposal Review Board, research in vocational and higher education. Writing includes contributions to several vocational journals and two books, Planning for College and Rural Recreation for Profit. Current leadership activities include President of the National Association of College and University Summer Sessions and Vice President of the American Association of Teacher Educators in Agriculture. Member of AVA, Phi Kappa Phi, Phi Delta Kappa and Maryland Vocational Association.

Erna R. Chapman — Assistant Project Director

Acting Dean, College of Home Economics, University of Maryland; B.S., M.S., University of Maryland in Home Economics Education and Food and Nutrition. Advanced graduate work at Indiana University, D.C. Teachers College and University of Maryland. Experience includes 18 years vocational teaching in secondary schools and in adult education, 4 years as Assistant Principal of Roosevelt High School, and 5 years as Supervising Director and State Supervisor of Home Economics Education, D.C. Public Schools. Participated in national workshops in home economics education and in leadership training sponsored by the Office of Education, Department of Health, Education and Welfare. Member of Phi Kappa Phi, Omicron Nu, Delta Kappa Gamma, Phi Delta Gamma, AHEA, NEA, AVA, and Soroptomists International. Recipient of National 4-H Honor Award, 1965; president of University of Maryland Alumni Association, 1964-65.

Richard S. Nelson — Seminar Director

Chief, Bureau of Industrial Education, California State Department of Education, Sacramento, California. B.S., San Diego State College; M.A., San Diego State College; graduate work, University of California, Los Angeles, and University of Maryland. Work Experience: apprentice, journeyman carpenter; general building contractor, carpentry-mill-cabinet instructor; local supervisor, vocational education; program specialist T and I, USOE; Supervisor, Industrial Education, State Department of Education; program coordinator of five National Leadership Development Conferences.

Ernest C. Mauch — Conference Coordinator

Conference Coordinator, Division of Conferences and Institutes, University of Maryland; B.A. and M.A., University of Maryland, International Affairs, and Public Administration. Teaching Experience: Training Officer, the Ordnance School, Aberdeen Proving Grounds and Instructor, Machine Shop and Welding. Military Service: Enlisted in the Military Service at West Point, New York. Served for 24 years as warrant officer and commissioned officer, active army. Retired, as major, 1962. Supervisory and Administrative Experience: Training Officer; Maintenance and Supply Officer; Battalion Maintenance Officer; Advisor, Korean First Army; Chief, Overseas Supply Requirements; Commanding Officer, Ordnance Training Company; and Chief, Field Service, Liaison Branch. Memberships held in Phi Sigma Alpha, American Society for Public Administration, Reserve Officer Association and Army Ordnance Association.

Kinsey Green — Program Assistant

Faculty Development Program, Colleges of Education and Home Economics, University of Maryland. B.S., Mary Washington College of the University Virginia, Home Economics Education. M.S., University of Maryland, Home Economics. Experience includes vocational home economics teacher, Virginia; Instructor in Family Life and Management Department and Advisor, Home Management House, University of Maryland; and Assistant Project Director for Peace Corps Training Project. Member of Mortar Board, Omicron Nu, Phi Kappa Phi, AHEA.

Marion Wells — Secretary

Secretary, Bureau of Industrial Education, State Department of Education, Sacramento, California.

Rita M. Roache — Secretary

Graduate of Eastern High School, Washington, D. C. Attended American Institute of Banking, Washington, D. C. Worked as a Secretary with the Washington Loan and Trust Co., and the Department of Agriculture.

Barbara Hill Secretary

B.A., Mary Washington College of the University of Virginia. Management-trainee, Woodward and Lothrop Department Store; teacher, English and U. S. History, secondary schools, Maryland. Member of NEA and NCTE.

## Conference Leaders

Barlow, Melvin L
Professor of Education, UCLA and
Director, Division of Vocational Education,
University of California

A.B. and M.S., University of Southern California; Ed. D., University of California. Experience: Research Physicist and Petroleum Engineer; Instructor, Science and Mathematics; Instructor, Petroleum Technology and Mathematics, California; Assistant Supervisor and Supervisor, Trade and Technical Teacher Education, California. Member, Research Staff, Panel of Consultants on Vocational Education; Editor of Trade and Industrial Education, American Vocational Journal; Historian, American Vocational Association. Editor of Vocational Education, Sixty-fourth Yearbook, National Society for the Study of Education and History of Industrial Education in the United States.

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Assistant Director, Program Service Branch,
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Professor of Economics, Brigham Young University
Executive Director, Utah Economic Workshop

B.N.S., Marquette University; M.S., Brigham Young University; Ph.D., University of Southern California. Economics Coordinator, Vocational-Technical Education Conferences, University of Maryland; Economist, Utah Economic Education Workshop; Economic Consultant, Iron County and Weber County (Utah) Schools.

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Ralston, Lee W.
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B.S., California Institute of Technology; M.E., University of California at Los Angeles. Industrial experience with Standard Oil Company and Westinghouse. Educational experience: Instructor and Dean, Coalinga Junior College; California State Department of Education; Trade and Technical Teacher Education at University of California, Colorado A. and M., Oklahoma A. and M., and Oregon State College. Instructor and conference leader for numerous vocational education conferences. Member of AVA, California Teachers Association, Phi Delta Kappa, Epsilon Pi Tau and Iota Lambda Sigma.

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Executive Director,
American Vocational Association

B.S. and M.S., University of Illinois. Experience: elementary and high school teacher, Illinois, and lecturer, University of Illinois; Director of Vocational Education, Robinson, Illinois; Supervisor of Trade and Industrial Education, Illinois; Assistant Executive Secretary, American Vocational Association. Member of NASSP, NASA, AVA, Phi Delta Kappa, and Iota Lambda Sigma.

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Vocational Rehabilitation Administration
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Professor of Industrial Arts Education and
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Regional Representative, Division of Vocational
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U.S. Office of Education, San Francisco

B.S., Utah State University; M.S., University of Wisconsin. Industrial experience with Kennecott Copper Corporation as Supervisor of Training and Associate Director of Industrial Relations. Educational experience: President, Salt Lake Area Vocational School; Technical Service Executive Director, Bureau of Apprenticeship and Training, Department of Labor; Manpower Utilization Officer and Regional Representative, Manpower Development and Training, U.S. Department of Health, Education and Welfare.

Kaiser, Raymond F.
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State Director of Vocational Education,
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B.S. and M.S., Utah State University. Experience: teacher, Idaho and Utah; State Supervisor of Agricultural Education, Utah; Director of Youth Education for American Institute of Cooperation. Visiting Instructor, Clemson College and University of Illinois; director of agricultural education conferences and workshops. Member of AVA, NEA, Alpha Sigma Nu, Phi Kappa Phi, Alpha Tau Alpha.

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State Director,
Vocational Education, California

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Director of Studies of Vocational-Technical Education,
University of California, Berkeley.

A.B., University of Richmond; M.A., and Ph.D., Duke University; LL.D., Oklahoma City University. Experience: high school science instructor; engineer; school administrator; Professor of School Administration, University of Maine and University of California. Staff Director, the President's Panel of Consultant on Vocational Education.

## SEMINAR AGENDA

### SUNDAY, JULY 24

| | |
|---|---|
| 4:00 - 6:00 p.m. | Registration - Social Hour<br>Lounge |
| Hosts: | Clodus R. Smith<br>Richard S. Nelson |

### MONDAY, JULY 25

| | |
|---|---|
| 9:00 - 10:00 a.m. | Registration - Coffee Hour<br>Lounge |
| 10:00 - 12:00 Noon | SESSION NO. 1<br>Lounge |
| Greetings: | Wesley P. Smith<br>Richard S. Nelson<br>Clodus R. Smith |

Introductions

Conference Plan of Operation

Topic: OUR HERITAGE IN VOCATIONAL AND TECHNICAL EDUCATION

| | |
|---|---|
| Resource Person: | M.D. Mobley |

Technique: Lecture

| | |
|---|---|
| Host: | Richard S. Nelson |
| 1:30 - 4:30 p.m. | SESSION NO. 2<br>Dining Room |

Topic: LEADERSHIP IMPLICATIONS AS A RESULT OF VOCATIONAL TECHNICAL EDUCATION LEGISLATION

| | |
|---|---|
| Resource Persons: | Melvin L. Barlow<br>Allen Lee |

Technique: Reaction Panel

| | |
|---|---|
| Moderator: | Erna R. Chapman |
| Panel: | Melvin L. Barlow<br>Earl M. Bowler<br>Kenneth Davies<br>Allen Lee<br>Wesley P. Smith |
| Host: | Ernest G. Kramer |

## TUESDAY, JULY 26

9:00 - 12:00 Noon SESSION NO. 3
Lounge

Topic: DEVELOPING ADMINISTRATIVE, SUPERVISORY, AND LEADERSHIP SKILLS

Topic: DEMONSTRATION OF VISUAL AID CONSTRUCTION

Resource Person: Clifford Dobson

Technique: Demonstration

Host: Richard S. Nelson

1:30 - 4:30 p.m. SESSION NO. 4
Dining Room

Topic: PARTICIPATION IN GROUP CENTERED LEADERSHIP

Demonstration: The Structured Conference

Resource Person: Earl M. Bowler

| Assignment to L-Groups | | |
|---|---|---|
| | Group 1 | Lounge |
| | Group 2 | Room 107 |
| | Group 3 | Dining Room |
| | Group 4 | Ski Lodge |

Technique: Lecture, Demonstration

Host: Kenneth Davies

## WEDNESDAY, JULY 27

9:00 - 12:00 Noon SESSION NO. 5
Dining Room

Topic: THE WORLD OF WORK

Moderator: Howard Gundersen

Panel:
Max D. Kossoris
John Keenan
William Brown

| Small Group Discussion: | | |
|---|---|---|
| C-Group 1 | Melvin L. Barlow | Lounge |
| C-Group 2 | Kenneth Davies | Room 107 |
| C-Group 3 | Earl M. Bowler | Dining Room |
| C-Group 4 | Ernest G. Kramer | Ski Lodge |

Technique: Symposium, Discussion

Host: Melvin L. Barlow

## WEDNESDAY, JULY 27 (Cont )

1:30 - 4:30 p.m. SESSION NO. 6
Lounge

Topic: STATE PLANS AND PROJECTED PROGRAM OF ACTIVITIES

Resource Person: Harold Duis

Small Group Discussion:

| | | |
|---|---|---|
| C-Group 5 | Melvin L. Barlow | Lounge |
| C-Group 6 | Kenneth Davies | Room 107 |
| C-Group 7 | Earl M. Bowler | Dining Room |
| C-Group 8 | Ernest G. Kramer | Ski Lodge |

Technique: Lecture, Discussion

Host: Earl M. Bowler

7:30 - 9:00 SESSION NO. 7
Lounge

Topic: ORGANIZATION OF TASK FORCE

Resource Persons:
Melvin L. Barlow
Earl M. Bowler
Kenneth Davies

Technique: Task Force

Hostess: Kinsey Green

## THURSDAY, JULY 28

9:00 - 12:00 Noon SESSION NO.8
Dining Room

Topic: PRE- AND IN-SERVICE TEACHER EDUCATION FOR VOCATIONAL TECHNICAL EDUCATION PROGRAMS

Resource Person: Merle Strong

Technique: Listening Team Discussion

Host: Richard S. Nelson

## THURSDAY, JULY 28 (Cont.)

12:00 - 1:30 p.m. Luncheon

Topic: DEVELOPING A RATIONALE FOR VOCATIONAL-TECHNICAL EDUCATION

| | |
|---|---|
| Resource Person: | Chester Swanson |
| Hostess: | Kinsey Green |

2:00 - 4:30 SESSION NO. 9

Leadership Skill Development L - Group

| | |
|---|---|
| Group 1 | Lounge |
| Group 2 | Room 107 |
| Group 3 | Dining Room |
| Group 4 | Ski Lodge |

## FRIDAY, JULY 29

9:00 - 12:00 Noon SESSION NO. 10
Lounge

Topic: GUIDANCE-COUNSELING AND OTHER SUPPORTIVE SERVICES

| | |
|---|---|
| Resource Person: | Merle Strong |
| Technique: | Reaction Panel |
| Moderator: | Ernest G. Kramer |
| Panel: | Merle Strong<br>4 Participants |
| Hostess: | Kinsey Green |

1:30 - 4:30 p.m. SESSION NO 11

Leadership Skill Development L - Group

| | |
|---|---|
| Group 1 | Lounge |
| Group 2 | Room 107 |
| Group 3 | Dining Room |
| Group 4 | Ski Lodge |

## MONDAY, AUGUST 1

9:00 - 12:00 Noon — SESSION NO. 12
Lounge

Topic No. 1: LABOR ECONOMICS AND VOCATIONAL EDUCATION

Resource Person: Kenneth Davies

Topic No. 2: RESEARCH, EXPERIMENTAL, AND PILOT PROGRAMS IN VOCATIONAL-TECHNICAL EDUCATION

Resource Person: Otto Legg

Technique: Lecture, Question Period

Host: Richard S. Nelson

12:00 - 1:30 p.m. — Luncheon

Topic: THE ROLE OF STATE DEPARTMENTS OF EDUCATION IN DEVELOPING DYNAMIC LEADERSHIP IN VOCATIONAL EDUCATION

Resource Person: Wesley P. Smith

Host: Lee W. Ralston

2:00 - 4:30 — SESSION NO. 13

Leadership Skill Development — L - Group

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|---|---|
| Group 1 | Lounge |
| Group 2 | Room 107 |
| Group 3 | Dining Room |
| Group 4 | Ski Lodge |

## TUESDAY, AUGUST 2

9:00 - 12:00 Noon SESSION NO. 14
Lounge

Topic: PLANNING TOTAL PROGRAMS OF VOCATIONAL-TECHNICAL EDUCATION

Resource Person: Sherrill McMillen

Technique: Case Study, Buzz Group

Host: Kenneth Davies

1:30 - 3:00 p.m. SESSION NO. 15
Lounge

Topic: FACILITIES AND EQUIPMENT FOR VOCATIONAL-TECHNICAL EDUCATION

Resource Person: Michael Russo

Technique: Lecture, Open Discussion

Host: Melvin L. Barlow

3:30 - 5:00 SESSION NO. 16
Lounge

Task Force

Preliminary Report

## WEDNESDAY, AUGUST 3

9:00 - 12:00 Noon SESSION NO. 17
Lounge

Topic: COORDINATING PROGRAM ACTIVITIES WITH OTHER AGENCIES

Technique: Symposium

Moderator: Lee W. Ralston

## WEDNESDAY, AUGUST 3 (Cont.)

Panel:
John W. Bunten
James R. Burress
Helen Foster
Raymond F. Kaiser
William G. Loomis
Zane Meckler
Mark Nichols

Hostess: Kinsey Green

1:30 - 4:00 p.m. SESSION NO. 18

Small Group Discussion

| | | |
|---|---|---|
| C-Group 9 | Melvin L. Barlow | Lounge |
| C-Group 10 | Kenneth Davies | Room 107 |
| C-Group 11 | Byrl R. Shoemaker | Dining Room |
| C-Group 12 | Lee W. Ralston | Ski Lodge |

## THURSDAY, AUGUST 4

9:00 - 12:00 Noon SESSION NO. 19

Topic: EVALUATION OF VOCATIONAL-TECHNICAL EDUCATION

Resource Person: Lee W. Ralston

Technique: Brainstorming
Discussion Byrl R. Shoemaker

Host: Kenneth Davies

12:00 - 2:00 p.m. Luncheon

Topic No. 1: EVALUATION OF VOCATIONAL-TECHNICAL PROGRAMS

Resource Person: Bernard Michael

Topic No. 2: THE ROLE OF RESEARCH IN IMPLEMENTING VOCATIONAL-TECHNICAL EDUCATION

Resource Person: John Bean

Hostess: Kinsey Green

SESSION NO. 20

Small Group Discussion:

| | | |
|---|---|---|
| C-Group 13 | Melvin L. Barlow | Lounge |
| C-Group 14 | Kenneth Davies | Room 107 |
| C-Group 15 | Byrl R. Shoemaker | Dining Room |
| C-Group 16 | Lee W. Ralston | Ski Lodge |

## FRIDAY, AUGUST 5

8:30 - 10:45 a.m. SESSION NO. 21
Lounge

Task Force Report

Host: Melvin L. Barlow

11:00 - 12:00 Noon

Topic: THE ROLE OF PROFESSIONAL ORGANIZATIONS

Resource Person: Lowell Burkett

Conference Summary: Richard S. Nelson
Clodus R. Smith

Host: Melvin L. Barlow

# ABSTRACTS OF PRESENTATIONS

## Seminar Orientation

A.

Wesley P. Smith
Director, Vocational Education,
California

It is my privilege as state director in the seminar's host state to bring greetings to you, both official and informal. May I take this opportunity to share a few thoughts and impressions with you. Overall, today and in the future, the most crucial need in vocational education, as a whole and in its several segments, is both quality and quantity of leadership talent. In fact, the most serious current handicap in vocational education is the lack of such leadership.

I'm very impressed with the nature of this seminar. This must be recorded as another history-making event in our profession. I'm impressed, too, with our very good fortune in having present the one person who has contributed more to vocational education than any other single person--Dr. M.D. Mobley.

It was M.D. who made possible this conference, and all that it represents--an affluence never before known in the history of vocational education. It was M.D. who held the program together in the days when we had few friends. It was M.D., who, more than any other person, has given us the wherewithal, in the form of millions and millions of dollars, to support our program.

I wish you complete success in this significant undertaking, and I envy you the opportunity. It is a personal thrill to be with a group of persons who represent the central core of the future leadership of vocational education in the West. In the truest sense, your accomplishments here these two weeks will not just influence, but will no doubt determine, the vocational education programs during the next twenty years.

B.

Richard S. Nelson
Seminar Director

It is appropriate that, as we begin the Vocational-Technical Education Leadership Development Seminar, we should be cognizant of the objectives upon which the seminar is based:

To develop administrative and leadership skills for new or recently appointed personnel

To develop competent, effective, and efficient leadership at the Federal, state and local levels

To develop an understanding of administrative procedures and practices employed by the Division of Vocational and Technical Education, U.S. Office of Education

To further develop the understanding, attitude, and appreciation for comprehensive vocational and technical education programs

To develop an understanding of the contributions of other agencies to Federal, state, and local programs of vocational and technical education

We need to be constantly aware of the challenges embodied in these objectives as we progress through the activities of the seminar.

C.

Clodus R. Smith
Project Director

This morning we shall endeavor to acquaint you with the nature of the program of the seminars, and with the kind of activities you may expect during the two week period of your stay with us. Those of us who were privilege to share in the planning of this Leadership Development Seminar are enthusiastic and optimistic about its possible outcomes, and the lasting influence this series will have on the vocational and technical programs at the national and state levels.

Most of you work in state departments of education and have been identified as having responsibilities for comprehensive programs. It is people like yourselves who are called upon to provide leadership in developing policy and procedures at the state level and to assist in implementing and guiding the continuing development of vocational and technical education programs at the state and local levels. We're delighted to have the opportunity to work with you and share in this learning experience.

The program you are about to enter is not the typical seminar, if by seminar you expect a series of listening sessions. The program of planned activities is characterized by your participation and involvement.

Actually there are four separate and distinct dimensions of this series of Leadership Development Seminars. (1) Information program: a series of information sessions will be held revealing programs and practices in vocational education supported and implemented by the headquarters staff. These will be presented through a variety of methods and media appropriate in the demonstration of leadership techniques. (2) Resource persons: outstanding persons in vocational and technical education will bring presentations on topics of their specialties. (3) Conference leading techniques: emphasis will be placed on the development of ability to lead conferences. In addition to a demonstration session, there are three one-half day periods set aside for skill development in this area. (4) Task Force assignments: each of you will be assigned to help prepare a comprehensive vocational and technical education program for a state. Although much of the Task Force effort will occur during the evenings in informal, self-initiated sessions, meeting rooms, typewriters, duplicating equipment and visual aid materials will be provided for your use. The Task Force is considered a vital part of the seminars.

## Our Heritage in Vocational Education

M. D. Mobley

A nation in order to make satisfactory economic and social progress must find ways to dignify and glorify work. Making vocational and technical education an integral and important part of education is certainly one important step in this direction, a step taken on a nationwide basis fifty years ago.

In recent years, I have had opportunity to spend some time in several developing countries. From my studies of these countries, I am convinced that one of the primary reasons why these countries are under-developed and reeking with poverty is because of the hostile attitude their leaders hold toward work with the hands.

Vocational and technical education in this nation will continue to serve the needs of our people. I will bring to your attention some of the major events and happenings that have helped to promote the development of vocational and technical education in this nation. Around the turn of the century (1900), Congress began to tighten immigration laws, seriously limiting the manpower supply of our nation at a time when the United States was greatly expanding its industrial production. This influenced the beginning of the development of vocational education in the United States. Probably the real beginning of vocational education in the United States resulted from the Russian Exhibit at the Centennial Exposition of 1876 which was held in Philadelphia.

Not until after the passage of the Smith-Hughes Act in 1917 was any concerted effort made to develop a nationwide system of vocational education. The impending involvement of the United States in World War I greatly influenced the enactment of the Vocational Education Act of 1917.

The Smith-Hughes Act grew out of the report on the "Commission on National Aid to Vocational Education". Following this report, Senator Smith and Representative Hughes sponsored what later became known as the Smith-Hughes Act. One of the reasons why standards were written into the basic vocational education act was due to the dissipation of funds made available under the Land-Grant College Act of 1862.

During the almost fifty years since the passage of the Smith-Hughes Act, Congress has passed a number of bills authorizing additional funds for all phases of vocational education. None of these measures would have become law had it not been for the efforts of the American Vocational Association and its predecessor organizations.

Representative Hughes saw great economic developments in the making of our nation and realized that these great developments would not and could not take place unless a sound effective program of vocational and technical education was made available for the training of the masses:

> We are among the world's greatest industrial people, striving mightily for our place in the commercial sun. We need the place to keep our workmen employed and their families happy, but we omit a necessary thing to win and hold the position for which we strive. We train the physician for his job, the lawyer for his profession, and we teach the veterinarian how to care for the horse. With exceptions, excellent indeed, but all too rare, we are letting the city boy and the mechanic's soon go it alone. We are so busy with winning our own national, state and local affairs that a great problem like the wasting of our youth has been almost untouched... Here is a weakness and a waste that may well alter the place of the United States in the commercial and industrial world...
>
> National efficiency is the sum total of efficiency of all individual citizens, and the national wealth is the sum of their wealth producing capacity. While, therefore, our national prosperity in the past has been based largely upon the exploitation of our natural resources, in the future it must be based more and more upon the development, through vocational education, of our national resources of human labor. In the markets of the world we compete, not as individuals, but as a unit against other nations as units. This makes the protection of our raw material and of our productive skill and human labor a national problem, and unquestionably introduces a national element into vocational education, making the right preparation of the farmer and the mechanic of vital concern to the nation as a whole...

This expresses the rationale for Federal aid to vocational education.

At about this time when the Smith-Hughes Act became law, the "Seven Cardinal Principles of Secondary Education" were enunciated, playing an important part in gaining acceptance for vocational education on the part of general school officials and administrators.

In 1947 the late Senator Walter F. George, who for more than a quarter of a century was our nation's outstanding exponent for vocational legislation, said:

> The skills and knowledges gained by our people as a result of vocational schools and programs played a most important part in the triumphant victory of World War II. When America was forced to become the arsenal of democracy, leaders in government and industry looked to the nation's vocational schools to help train the vast army of skilled and semi-skilled workers needed to produce the enormous quantities of arms, ammunitions and goods necessary for a speedy victory.

We have a great heritage in vocational education--a heritage for which we should all be proud. The program has meant much to our people and to our nation--and in the future will mean much more than it has in the past.

## Leadership Opportunities in the New Vocational-Technical Education Legislation

Melvin L. Barlow

Vocational education has come a very long way in a half-century, sometimes over almost impassable roads. But vocational education has had a purpose rooted in the social and economic needs of people. There is a new challenge in the future, but the challenge evolves, as always, from the needs of people who are at work or who are preparing for work.

The Morse-Perkins Act of 1963 has provided a golden opportunity for vocational education. In February of 1961 President Kennedy's message on American education sparked a new enthusiasm for the values of vocational education sound but called for a review and reevaluation of related legislation with a view toward its modernization.

The Panel of Consultants consequently appointed was charged with this responsibility. This train of events produced the Morse-Perkins Act of 1963. The image of vocational education has consistently been excellent in the Congress, in fact better here than in any other element of society. Throughout its record Congress provided examples of this support.

A prevailing attitude about legislation through the Smith-Hughes Act stressed the element of democracy in education. Other important issues concerned the effect of educational legislation upon the social and economic problems of the nation and the mobility and upgrading of labor. The legislation of 1963 was equally concerned with providing opportunity--opportunity adjusted to the contemporary mores of American society. The Panel sought to extend the range and flexibility of the program to the end that vocational education was in fact available to more youth and adults whether in school, at work, or seeking their place in the labor force.

The new pattern of the new legislation is built around the needs of people rather than the needs of occupations in need of people. The task is to meet the occupational needs of about 85 percent of the labor force, and of people preparing to enter the labor force. In addition to these categories the services, such as teacher education, guidance, and other supplementary support were recognized as imperative in the new plans for vocational education.

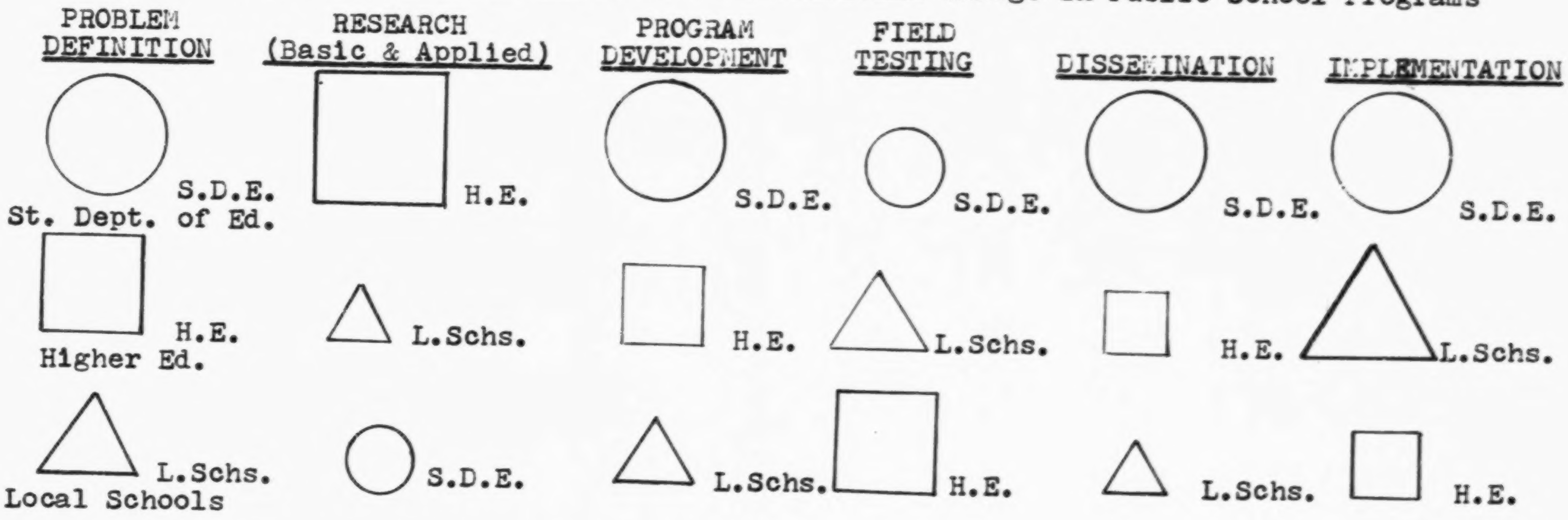
Following the established plans for periodic evaluation, Assistant Commissioner for Vocational-Technical Education, Walter M. Arnold, testified before the General Subcommittee on Education in June, 1966, regarding the progress since enactment of the Vocational Education Act:

> Concentrated efforts are directed toward making vocational and technical programs readily accessible to persons of all ages in all communities of the states.
>
> Action has evolved into seven interrelated steps.
>
> Annual reporting systems have been revamped.
>
> There is evidence of concern for depth of evaluation.
>
> Expanded research programs are in operation.
>
> Leadership programs are in progress.
>
> Student enrollments and numbers of vocational teachers have increased.
>
> There is direct evidence of positive economic impact in the nation.

# LEADERSHIP-ADMINISTRATIVE-SUPERVISORY IMPLICATIONS OF VOCATIONAL-TECHNICAL EDUCATION LEGISLATION

Allen Lee

## A Taxonomy of Activities Involved in Educational Change in Public School Programs


PROBLEM DEFINITION
RESEARCH (Basic & Applied)
PROGRAM DEVELOPMENT
FIELD TESTING
DISSEMINATION
IMPLEMENTATION
S.D.E.
St. Dept. of Ed.
H.E.
Higher Ed.
L.Schs.
Local Schools
H.E.
L.Schs.
S.D.E.
S.D.E.
H.E.
L.Schs.
S.D.E.
L.Schs.
H.E.
S.D.E.
H.E.
L.Schs.
S.D.E.
L.Schs.
H.E.

1. Problem Definition is an area for which the state department of education should fulfill the major role after thorough communication and consultation with local schools and higher education.
2. The major role for basic Research should continue with higher education; however, it is vital that local schools and the state department of education have minor involvement.
3. The state department of education should have the major leadership role for Program Development; however, it is essential to have significant involvement of colleges and universities and local schools.
4. In Field Testing the three agencies generally should have equal involvement.
5. In Dissemination the major leadership role should be carried by the state department of education; however, local schools and institutions of higher learning should fulfill supporting roles.
6. In Implementation the major roles should be with local schools and the state department of education because the Constitution gives responsibility to the state, which in turn delegates some. Higher education should play a minor role.

| | PROBLEM DEFINITION | RESEARCH | PROGRAM DEVELOPMENT | FIELD TESTING | DISSEMINATION | IMPLEMENTATION |
|---|---|---|---|---|---|---|
| PURPOSE | Establish Priority | Discover Truth | Structure and Vehicle | Try out Empirically | Provide Visibility | Improve Education |
| EFFECT ON CHANGE | Focus Attention | Give Direction | Facilitate Change | Determine Local Usefulness | Provoke Interest | Incorporate Change |
| ACTIVITIES | Observe Confer | Analyze Inquire<br>Synthesize Describe | Create Device<br>Construct Fabricate | Evaluate Adapt | Advise Circulate | Use Available Resources |
| APPRAISAL CRITERIA | Reactions | Validity | Potential for Meeting Needs | Efficiency Usefulness | Transmission Effectiveness Degree of Comprehension | Achievement of Goals |

# Visual Communication: An Effective Leadership Tool

Clifford G. Dobson

Leadership with impact demands visual communication skill. Visual presentations include symbolic material such as words, figures and graphs, and pictorial materials such as photographs and drawings. Visuals should complement rather than detract from or confuse a presentation. If the visual is too hard to see or read, it should not be used.

Lettering methods include large size typewriter type for overhead projector slides; freehand lettering with crayons, felt pens, lettering pens or lettering brushes; lettering guides; pressure sensitive letters; and cardboard or paper cut-out letters. Although letter size is determined by the size of the audience, a minimum letter height should be one and one-quarter inches.

Most amateurs hesitate to use art work and illustrations. Good results can be achieved by copying drawings by projecting the drawing on the chart paper with an opaque projector or using the method of enlarged squares. A clipping file of usable illustrations should be kept. Flip charts, hard charts, and flannel boards are effective devices for visual presentations.

Overhead projector slides can be used in near normal room illumination and are easily made to suit the individual's special needs. The two best methods for the production of overhead projector slides are the Thermofax system and the diazo process. With a little practice the educator can design and produce his own slides.

The following questions indicate a few criteria for the evaluation of a visual aid. Does it explain an abstract idea, show a relationship or present a sequence of procedure that cannot be clarified without it? Is it large enough to be clearly visible to everyone in the group? Is the lettering large and bold to avoid eyestrain from any point in the room? Is the amount of lettering limited to terminology within the comprehension of the audience? Are the important parts accentuated by the use of color, and does the emphasis on the essential parts enhance the value of the aid? Is it constructed from good materials; will it stand constant usage? Does it show evidence of good workmanship; is it carefully finished in good taste? Is it portable, so that it can be used in more than one location?

# Developing and Using Administrative, Supervisory and Leadership Skills

Earl M. Bowler

## Demonstration Conference

DEFINITION OF A CONFERENCE: A conference is a discussion in which members of a group and a leader take part, directed and controlled by the leader towards a predetermined goal, with most of the ideas contributed by the group.

WHAT ARE THE ADVANTAGES OF THE CONFERENCE METHOD? It stimulates individual thinking, provides a forum for all participants, improves the probability of corrective action being taken, stimulates the flow of new ideas, insures progress through recording individual contributions.

WHAT CAN THE PARTICIPANTS DO TO MAKE THE CONFERENCE MORE INTERESTING AND PRODUCTIVE? They can take an active part in the discussion, seek clarification or definition of points, contribute appropriate responses that are well timed, cite cases, examples, situations that have a bearing on the subject under discussion, and follow the discussion with an open mind.

WHAT ARE SOME OF THE ACTIVITIES OF THE CONFERENCE LEADER? He should establish the overall theme and objectives of the conference, plan the physical arrangements, structure the group for maximum discussion, plan the specific chart headings, and enter selected points on the chart board, as well as guide, control and summarize.

AN ETHICAL CODE FOR THE CONFERENCE LEADER: A conference leader must believe in the job and be willing to contribute and cooperate with others. He should disassociate any ability that he has as a technical expert from the job as a conference leader. He must not violate confidences nor pass judgements. Appropriate credit should be given to group members. A conference leader should not capitalize on his conference-leading experience to advance himself personally with the organization he is serving.

# World of Work Symposium

## A. Max D. Kossoris

The economy of the United States is complex, and is becoming increasingly so. In the face of this complexity, economic and social systems are adapted to needs. The basic influential factors in this adaptation process are population growth, the suburban shift, steady growth of income, spread of mass education, development of the atomic and nuclear energies, extension of life span, and space ventures. Manpower is our most important economic resource.

Total employment in June, 1966, was 75,731,000 out of a labor force of 79,601,000. Five and one-quarter million of the employed are in agriculture, seventy and one-half million in non-agriculture occupations. Total employment figures represent an increase of 3.1 million in the past year due to the fast pace of economic growth.

The economic pace also represents large capital investments, overtime, skill shortages in some industries and occupations, less efficient equipment, sharp price increases in consumer products, higher interest rates and deliberate monetary controls by the Federal Reserve Board.

Unemployment is currently 4 percent, with much of it concentrated in geographic pockets and minority groups. Generally, the unemployment rate for blue collar workers is higher; the non-white rate of unemployment is twice that of the white race, and unemployment for all teenagers is two and one-half to three times the overall rate.

Approximately one and one-half million youths enter the labor force yearly and this figure will increase to two million by 1970. The labor force will grow to 86 million by 1970 with the most growth shown by higher participation among young people and women. Industries and occupations will not share equally in this growth, with variations dependent upon population orientation and technological change. The greatest rise in employment needs will be among the professional workers; there will be a decrease of unskilled workers. The emphases are on the demands of industry and increased need for education. Two important facts emerge from this: unemployment is highest among the unskilled, inexperienced and unschooled, and future job requirements place increasing emphasis on adequate preparation for work.

The most crucial question for vocational education's concern is this: What are the appropriate guide lines for job preparation? There are two approaches possible: first, short-term planning, based on job vacancy data to train the presently unemployed; second, long-term planning, based on industry's future requirements, to train those likely to be unemployed in the future.

B.

### John Keenan

Somewhere in the counseling process, occupational information and a definition of work must be given. A definition of work is colored by a counselee's cultural and social background; that definition is severely biased if the background includes deprivation.

Youths frequently have no concept of the world of work; if there is no father in the home, the youngster has no occupational example to emulate. Employment problems become complex; lack of motivation, refusal to delay satisfaction, and consideration of the world of work as a middle-class concept all compound the problem. Motivational counseling, incorporated with vocational-technical education, presents the educator's greatest challenge.

C.

### William Brown

The Bureau of Apprenticeship and Training is responsible for apprenticeship and other on-the-job training. Apprenticeship programs are still much in demand both by those entering and those already in the labor market. Because apprenticeship maintains high entrance requirements and high standards in the program, the limited opportunities do not exist in the quantity expected by the public.

Apprenticeship programs are strong because they are under the jurisdiction of craft unions which gain their strength through employment protection for members. With each new employee the employer assumes not only unknown productivity, but responsibility for the employed. For many employers, the journeyman is a better investment than the apprentice. Many unions have failed to update apprenticeship programs to coincide with current work skill requirements. Unregistered programs present many problems.

Strengthening of apprenticeships can be partially achieved through proper vocational counseling. Counselors and instructors need more adequate preparation for the job, and there needs to be more coordination among vocational educators, government, and industry.

# State Plans and Projected Program Activities

Harold F. Duis

## 1. Vocational Education Acts

Under the Federal Vocational Acts, Federal funds are allocated to the states to assist in the administration and operation of vocational education programs. In providing such funds, Congress has identified the educational objectives to be achieved, and it is necessary that expenditures be identified with the purposes for which the funds were provided.

As is true in all Federal-State cooperative programs, the statutes provide for: a state plan setting forth the policies and procedures for allocating funds to the state vocational programs and the provisions, standards, and requirements pertaining to the administration of vocational education within the state. The state plan must be in conformity with the Acts' regulations, and the state's laws and regulations.

The Vocational Education Act of 1963 in Section 5 rather specifically gives the state plan provisions which formed the basis for the State Plan Guide: (1) State board or advisory council designation and composition. Regulation 104.3. (2) Allocation of Federal funds to various purposes and to local educational agencies. Regulation 104.6. (3) Minimum qualifications of personnel or staff organization. Regulations 104.4 and 104.11. (4) Cooperative arrangement with public employment offices. Regulation 104.7. (5) Fiscal control and fiscal accounting procedures. Regulations 104.32 - 104.37. (6) Terms and conditions for construction projects. Regulations 104.22 and 104.23. (7) Reports. Regulation 104.55.

## 2. Regulations

"Part 104 - Administration of Vocational Education: Federal Allotments to States, Rules and Regulations" interprets the Acts and provides the general content for the State plan as well as the regulations with regard to the expenditure of Federal funds. The items in the State Plan Guide are referenced to the Regulations.

## 3. Projected Program Activities

Each state with an approved State Plan must submit annually a statement describing its projected program of activities for maintaining, improving, and developing programs of vocational education. This statement in effect becomes the state board's annual program plan with the rationale for the allocation of funds. The approval of this document determines the state's eligibility for the use of its allotments under the various acts.

The development of the projected program activities justifies the best efforts of the entire state staff and the involvement of many others interested in vocational education. It gives consideration to the manpower needs and job opportunities, and relating vocational programs to such needs. It should ultimately result in a total balanced program of vocational and technical education for the state--all persons, all communities, all occupations, and all institutions.

## Organization of Task Force

Earl M. Bowler

### Task Force Objectives

Task force activity provides the setting in which certain leadership qualities can be developed. Objectives of the task force for this conference are:

> To provide a situation and setting in which the leadership potential of the group may be demonstrated.
>
> To make it possible for individuals within each of the two sub-groups to demonstrate capability in analyzing, planning, and organizing; and to present an oral report to the entire conference group.
>
> To provide the opportunity for each group to prepare a brief, carefully developed written report to accompany the oral presentation.
>
> To encourage individuals, committees, and sub-group members to utilize the techniques of leadership discussed and demonstrated throughout the conference.

### Essentials of a Task Force

Carrying to completion an assignment which permits the achievement of goals will also permit individuals to relate personal experiences to new and challenging situations. A well-planned task force activity contains the following essentials:

1. A main group which meets as a unit for briefing before the task is assigned.

2. Two or more sub-groups which have been given, assignments of equal complexity.

3. Several committees formed within the subgroups to handle specific phases of the assignment.

4. A briefing session of the main group for a general presentation.

5. An assignment for each group that will provoke thinking, involve research, and otherwise challenge the committees.

6. A situation which requires researching, reading, discussing, evaluating, thinking, planning, and working together to find a solution.

7. A resource person who assists the group in starting the project, filling in gaps in the assignment, clarifying major points, and helping the group to clearly understand the situation.

8. A rehearsal for those who are going to make the oral presentation.

## Programs of Pre- and In-Service Teacher Education for Vocational-Technical Education Programs

Merle E. Strong

Teacher education is undoubtedly among the most important considerations we face in vocational education. In virtually every state and at every level, lack of qualified personnel is said to be the number one problem.

The Panel of Consultants on Vocational Education stated, "... the state boards for vocational education through the vocational divisions of the state department must evaluate the selection, training, supervision, and in-service growth of teachers in order to maintain a satisfactory standard of excellence...." thereby reaffirming the fact that state boards for vocational education have a major responsibility for teacher education. This concept is reflected in the Vocational Education Act of 1963 which resulted in most state boards exercising a leadership role in providing teacher education services. The most adequate and effective programs result when a written agreement is developed between representatives of the state board of vocational education and servicing institutions which clearly identifies: services to be rendered, personnel, relationships of staff to state office, plan of supervision, and financial arrangements.

The Vocational Education Act of 1963 reflects changes and needs in the nation's occupational structure adding the following new dimensions which directly affect the teacher education program: (1) the addition of office occupations to vocational education, (2) provision for distributive education as a preparatory program, (3) provision for programs for gainful employment as a part of home economics, (4) emphasis on programs for disadvantaged youth, and (5) provision in act of support training in instructional context.

In order that the total resources of vocational teacher education may be brought to bear on the problems in the traditional service areas, there is a need for everyone to clearly understand the commonalities and differences in the programs. In terms of commonalities, all service areas are concerned with training for gainful employment; are engaged in programs at several levels and in several kinds of institutions; are concerned with providing adequate ancillary services; require extensive shop and laboratory facilities; and must provide curricula based on the needs of an occupation or cluster of occupations based on analysis. Every effort should be made to capitalize on commonalities among teacher education services and to identify activities that can be provided cooperatively or be provided by a single staff.

At the same time, in order to work effectively, it is necessary that the unique features of each program in the various services be recognized in order that provision may be made for their best use.

## Developing a Rationale for Vocational and Technical Education

Chester Swanson

The root of vocational education's problem is at the decision-making rather than the implementation stage. In many instances vocational education is the school's weakest link; it is felt to be a concern only for the school's "second-rate citizens". In order to convince principals and superintendents of a program's importance, a rationale must be developed whereby its worth can be illustrated.

The optimist in vocational education sees current events as years of opportunity, while the pessimist bemoans the times that try men's souls; today's realist sees times of opportunity that try men's souls. Vocational education will never again have the same opportunities; many wait on the sidelines for educators to drop the ball. Educational institutions can better handle vocational education than any other agent of society.

Eight-tenths of the school's population do not get a college degree. Their success in the world of work is dependent upon their high school background. The vocational education of which we speak, then, deals with eight out of ten students. Any progress which serves 80 per cent of the population is an important part of education.

Vocational education has served and served well. Seventeen per cent of all youth between the ages of 16 and 21 are unemployed, a figure higher than that of unemployment for all ages. There is a present rate of 12 per cent unemployment for persons who have completed vocational education programs. The student with a vocational education background has three times the opportunity to be employed as youths in general have.

The labor market demands certain skills for specific opportunities; the applicant without them does not fare very well. The obvious answer to the problem is that the individual must be trained; the high school is best prepared to provide this necessity.

The last justification for sound vocational education programs is a commitment to society. America's early educational programs were religious in commitment. Later, a new objective was added as education sought to train for participating citizenship. The current social plane emphasizes recognition of individual differences and provision for equal opportunities. The economic significance of education adds another dimension. Tremendous expenditures for education are justified by their investment in human resources. Greater earning power pays more back into the Federal Treasury--measurable outlay and return. Investment in vocational education is consequently an investment in society; our financial worries will be over when this idea is accepted.

Our problems seem now to be more those of knowledge and vision than of money. Vocational education and its leaders are being carefully scrutinized. Industry is seeking a foothold in education, and regardless of differnces in funds available and outlay, public education is going to be compared on like bases with private ventures. Our image is still fallacious; many still view vocational education as a concern for the less competent--a program for others' children. That which is done in vocational education is valuable for individuals, for those entering college and for those entering immediately the work world. This, then, is our rationale for vocational and technical education.

# Guidance-Counseling and Other Supportive Services

Merle E. Strong

Hoppock, an occupational information authority, believes that counselors know least about those occupations in which most people earn a living. Hoyt, guidance text author, states that far too many counselors are still largely ignorant of the occupational choices of which students need to be aware. How can counselors keep abreast of occupational changes? How can new counselors be adequately educated? Counseling of a vocational nature is practically non-existent for out-of-school youth and adults.

The vocational process stems primarily from the work of Frank Parsons, begun in 1908. The George-Deen Act, 1936, first appropriated funds for guidance; the George-Barden Act of 1948 amended the initial legislation. National leadership was first embodied in the Division of Vocational Education, U.S. Office of Education. The NDE Act of 1958 lent massive support to guidance activity. The Panel of Consultants for Vocational Education in 1962 emphasized that guidance services should be available to all, not just those who had already made a choice. Grant Venn, in Man, Education and Work, recommended increased funds, expanded services and updated guidance facilities. The Vocational Education Act of 1963 specified that guidance programs should be a part of ancillary services, one of the six funding categories.

The mission of the Program Services Branch, Division of Vocational and Technical Education, U.S. Office of Education, is to work with the states for more effective counseling programs. There are presently 26,000 guidance personnel in all schools in the nation.

Current problems and challenges in the counseling field include:

What should be the organization in state and local school systems for providing guidance services?
Should all counselors be vocational counselors?
What kinds of guidance services should be reimbursed?
At what educational level should the main thrust of guidance programs be?
What responsibility should be taken for placement and follow-up of students?
What should be the work experience of counselors during their training?
How can vocational educators assist counselors in showing counselees the world of work?

What is the role of industry in vocational counseling?

Many of the counseling seminars and institutes currently underway across the nation are stressing the dignity of work and preparation for work. As John W. Gardner so aptly expressed this thought in his book Excellence:

> We must learn to honor excellence (indeed to demand it) in every socially accepted human activity, however humble the activity is, and to scorn shoddiness, however exalted the activity. As I said in another connection, "An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity, and tolerates shoddiness in philosophy because it is an exalted activity, will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

## Labor Economics and Vocational Education

J. Kenneth Davies

The relationship of vocational education to economic activity: There are a number of economic facts of life which have significant implications for vocational education. These are facts of life to which vocational education must adjust, but which at the same time may be advantageous: increasing population; increasing Gross National Product; rising cost of living; unemployment; changing occupational structure; and increasing output per man-hour.

Increasing population: While population moves rather steadily upward, the size of the labor force is flexible. When jobs are available, people enter the labor force who were previously outside of it--young people, old people, women, long-term unemployed. The age and sex composition of workers is continuously changing. For example, while the Labor Force Participation Rate remains rather constant, that for women is increasing while that for men over forty-five is decreasing. These facts suggest a need for expansion of programs; expansion of programs for women relative to those for men; and establishment of special programs for men over forty-five.

Increasing Gross National Product: Not only does our G.N.P. rise, but the G.N.P. per capita also is increasing, giving rising standards of living. Some implications for vocational education are that rising standards of living call for more employment in the service occupations, and vocational education helps to increase the G.N.P. and therefore promotes higher standards of living.

Rising cost of living: A rising cost of living is caused by excess demand for available goods and services, and rising costs per unit of production. The implications for vocational education are that as vocational education assists in increasing production of goods and services, it helps to satisfy the demand for them and reduces the inflation pressure due to excess demand; and wage costs rise at faster rates in those areas where there are labor shortages. The extent to which vocational education helps reduce labor shortages is helping to fight inflation pressure due to rising labor costs.

Economists frequently talk about six kinds of unemployment: cyclical, seasonal, frictional, structural, inadequate economic growth, and technological. Implications of unemployment problems for vocational education are: Vocational education can assist in giving seasonal workers complementary skills to provide them with more weeks of employment each year. Vocational education can help to give workers greater flexibility and mobility to reduce the length of time they are unemployed due to frictions in the labor market, develop and sell programs to those portions of the labor force suffering unduly high unemployment, help the economy grow faster by training more efficient workers, and give technologically unemployed workers new skills needed by the labor market.

Changing occupational structure: Some occupations and industries are dying, others remaining static, while still others are expanding. This implies a need for ever-changing vocational education programs which require economic prophets within the vocational education establishment.

Vocational education is not free; it has costs to both society and individuals.

## Research, Experimental, and Pilot Programs in Vocational-Technical Education

Otto Legg

As one of his last major acts in office, former Secretary of Health, Education and Welfare Arthur Flemming made public the results of studies designed to stimulate discussions of long-range national objectives in education. In a statement on vocational education he said, "Programs of vocational education to provide more effectively and more adequately for the nation's manpower need in the years ahead are urgent."

Following this beginning, we know the activity of the President's Panel for Vocational Education, and the subsequent formulation of the 1963 Vocational Education Act. This Act provided for research, training, experimental, developmental, or pilot programs in vocational and technical education to states, local education agencies and qualified non-profit organizations. Simply defined, research in vocational and technical education is seeking the answer to crucial problems directed toward the development of a science of behavior in vocational and technical situations with its own body of concepts, theories and principles. The recommendation was made that a large part of the research activity should be developmental, utilizing several appropriate methods, especially the experimental design. A maturity of judgement by the directors of research is essential to maintain the proper focus and realize the greatest benefits from research.

Three general aims are suggested: (1) the expansion of basic knowledge and understanding of vocational and technical education, (2) the translation of this knowledge into new or revised educational programs which can be tested and implemented throughout the country and, (3) the dissemination of information about new knowledge and new programs to practitioners and others concerned with vocational and technical education, including the public. The problem of acceptance of research is of paramount importance with the administrator appearing to be the change agent in most school systems.

The 1966-67 priority areas for research emphasis are: program evaluation, curriculum experimentation, personal and social significance of work, personnel recruitment and development, program organization and administration, adult and continuing education, and occupational information and career choice.

## The Role of State Departments of Education in Developing Dynamic Leadership in Vocational Education

Wesley P. Smith

True leadership at the State Department level in vocational education will not permit operational involvement. Regardless of the specialization or subject matter area, the leadership of state staff members is both subverted and diluted every time they become operationally entangled in the program they lead. The single factor that has served as a serious deterrent to the evolutionary and orderly new development of vocational education has been the traditional prediliction of state staff members to enmesh their energies and their minds in the operational phases of the programs they lead.

There was a time when state level staffs had to immerse themselves in the operational phases of the program--to teach classes, develop curriculums, locate materials, conduct research studies, supervise organizations, recruit teachers, prepare guides, disperse funds, maintain inventories--but times have changed. Our program has matured; it has developed a number of careerists who have the sophistication and the collective time and energy to do these jobs. We can now afford to divide the labor of leadership; in fact, we cannot afford not to more efficiently deploy the various elements of our leadership manpower. Vocational education can afford, support, and use a hierarchy of leadership. The time has come for leadership services to be more discreetly categorized. Governmental, industrial, educational, military trends are all from the do-it-yourself practice to the see-that-others-do-it policy.

Preoccupation by state level leadership with the operational aspects of their programs serves to create a sterile vacuum of perfunctory leadership at both the state and the local level. As long as state level staff preempt the rightful roles of local leaders, the development of leadership talent at these supporting levels will be handicapped.

Leadership begets leadership. Vocational educators need to learn better the function of leadership. The role of state departments in this process seems to be two-fold: Identify the needs, establish the character of the service, then design a pattern of activity that will provide for the development of such a service; then stand back and permit the job to take place, thus providing the opportunity for leadership ability in others to develop through actual experience.

If state staff members can remain removed from the actual machinery of operation, they can be free to realistically evaluate, and to address themselves to other critical problems. There are, of course, situations where state staff members must enter the arena of activity; generally speaking, however, a flexibility in thinking and in leadership will give to others tasks to whet their leadership potential.

## Planning Total Programs of Vocational-Technical Education

Sherrill D. McMillen

As we look back over the recorded history of mankind, we find peaks of recorded progress and advancement of human knowledge. It is recognized and generally agreed that the two decades since the end of World War II encompass a period in the explosion of human knowledge and progress exceeding the previous recorded history of mankind.

Program planning and development is not new to our society; what is new is that the activities have become more complex; the magnitude of programs has expanded enormously; and the funds for all programs have greatly expanded, necessitating immediate and long-range planning at all levels of responsibility.

Peter Drucker has defined planning as follows:

> Planning is the continuing process of making present entrepreneurial (risk-taking) decisions systematically and with the best knowledge of their futurity, organizing systematically the efforts needed to carry out those decisions, and measuring the results of those decisions against the expectations through organized systematic feedback.

A more concise definition is one used by Secretary of Defense McNamara: "...planning is simply a systematic appraisal and formulation of your objectives and of the actions that you believe necessary to achieve these objectives."

Planning, used in the foregoing sense, is not merely forecasting or predicting the future. It is not solely the projection of current programs or their costs. Neither is planning a process that deals only with future effects of present decisions. Planning is largely a job of making things happen that would not otherwise occur. Planning is a basis for decision-making, a frame of mind, a new way of looking at problems.

Effective planning requires more than new staff or procedures; there are principles which are useful in the nature and structure of planning:

Planning must be related to the decision-making process.

Planning must have the support of top management.

Planning formulates goals for all group action.

The planning process must permeate the organization and help accomplish objectives.

Planning formulates program and procedural policy.

Planning requires proper timing and scheduling of key events.

Planning requires communication to all levels of an organization.

Recent federal legislation has placed new and added responsibilities with the states. Business, industry, parents, civic leaders, organizations and legislatures are calling for more sophisticated and manifold services by our schools. Yet, even with those increased demands, we are told that our educational and political leaders are reluctant to recognize the economic, social and educational revolution that is taking place. Our stewardship under federal legislation has increased from $45.9 million of federal funds in 1960 to $450 million of federal funds in 1966 under all Acts. When state and local funds are added to the federal contribution, dollar values approach the $1 billion figure for vocational-technical education expenditures. (Note: Vocational-technical education statistical data may be found in Appendix D.)

## Facilities and Equipment for Vocational-Technical Education Programs

Michael Russo

To design, create and envision the facilities that will adequately meet the needs of all our vocational-technical programs, both present and future, demands an extremely critical evaluation relative to industrial developments of the future. In view of the constantly changing demands being made upon our vocational-technical education facilities, it becomes quite obvious that a serious gap exists between the adequacy of many of our traditional buildings and the demand of new and emerging curricula to meet the technological challenges.

Changes in the depth, scope, and variety of curricula; new emerging teaching techniques; multiple administration and staffing within an educational facility; and the challenge to meet the needs of all students, require many changes in our physical facilities. How accurately we project and anticipate these developments is extremely important, for if we fail to understand and accept these emerging possibilities, we will find ourselves unprepared to cope with the demands placed upon us. This change is being recognized by educators as an evolutionary phase of the educational environment. In order to meet these educational goals and objectives, we are seeking greater flexibility and adaptibility, higher quality; concurrently, we are striving to maintain low building and maintenance costs.

The programs, methods, and equipment of today could become obsolete in the near future. However, the buildings designed to house and facilitate the programs of the present and future will remain with us for many years.

The primary concerns in planning these flexible edifices are: aesthetic values for the educational complex, flexibility in site selection, adaptable walls, zone environmental control, audio-visual facilities for individual and group use, and accoustical control. New trends in school plans feature larger storage units for tools, materials and projects, often demountable and movable, independent study carrels, large centralized receiving units, modular unit equipment, and central libraries with truck service to shops, laboratories and classrooms.

There is a need for extensive use of school facilities by all people in the community. Approximately one out of seven people in our nation has a permanent physical disability, and it is therefore gratifying to note that twenty-one states have passed legislation requiring that all new school facilities have incorporated in their basic design the standards required for use by individuals with permanent physical disabilities.

## Coordinating Program Activities With Other Agencies Symposium

### A. State Departments, Vocational Education John W. Bunten

Vocational educators have always proclaimed the essentiality of advisory committees and cooperation with other agencies for successful program implementation and operation. There are many reasons for acceptance of this philosophy, one of which is to make interested parties a definite part of the training program. We need the advice and counsel of many people and agencies in vocational education's part in the training of our nation's manpower. It is a job that cannot be accomplished in a vacuum.

We as vocational educators over the years have staked a claim to train our manpower resource through public school vocational education, with the blessing and support of limited federal dollars. Even though we expressed a philosophy of bringing others into the picture, we felt our responsibility was defined; consequently, believed our domain secure. Events of the 60's have proven our domain less than secure. Whenever a vacuum is created, there are always outside pressures ready to equalize the situation. Vocational education through its traditional methods of training is now being challenged. Apparently there are many people and agencies who do not accept the idea that vocational education, as we know it, is meeting the education and training needs in today's society. Some are saying the task should be done by on-the-job training methods, others say it is a job for industry, since industry best knows what its needs are. Others will say our first job is with the poor and depressed citizens, consequently those who have been handling welfare programs are better prepared to know the needs of the unemployed. Private interests proclaim that private capital and private schools should do the training. New agencies have been created with large appropriations based on the premise that a new approach must be made if we are to train to meet the present manpower needs.

An inventory of manpower Acts reveals 34 separate federal laws contain provisions for education and training. In 1966, \$2.3 billion was appropriated and provided assistance for over 7.4 million persons. The 1965 President's Task Force on Manpower recommended sending 30 teams composed of one representative each from the Department of Health, Education and Welfare; Department of Labor; and the Office of Economic Opportunity to 30 cities in an effort to eliminate duplication in programs. Duplication of effort is controlled by various provisions of the laws such as maintenance of effort clauses, regulations, or by operational arrangements. Manpower training Acts are generally categorized and focused on specific groups, but some laws permit identical training by different agencies.

Performance in coordination has not equalled intention. The most difficult problems exist on the state and local levels. Various agencies are beginning to understand the whole picture. Cooperative training programs utilizing various sources of funds to defray training courses are getting underway.

Initiation, leadership, planning and direction all must be a part of state or local vocational education programs to make them work. This means obtaining the cooperation of many agencies and institutions, public and private, which inevitably have differing views about needs and priorities. The task is not an easy one, but it is essential.

### B. Vocational Rehabilitation Administration

James R. Burress

Vocational rehabilitation has moved out of the school into the community because many rehabilitation problems are not connected with the school. The programs for out-of-school youth must be re-oriented.

Vocational rehabilitation programs continue the work established forty-five years ago by federal legislation. The scope of the program is vast, encompassing a myriad of vocations. Services include extensive medical and training programs, both short-term and extended. The important part of vocational rehabilitation is not completed until the individual returns to work. The counseling relationship may still continue even then. Many governmental agencies, federal, state and local, may assist the vocationally handicapped individual.

Public Law 333 has recently established community resources for training the more severely handicapped individuals and chronic dependents.

## C. Welfare Administration

Helen Foster

Public welfare agencies have diversified roles, dependent upon the level of operation. The federal role is primarily to administer grants on a continuing basis, and to provide medical care and social services. The state maintains programs of financial assistance. Local governments ascertain needs and administer programs.

Welfare agencies serve the young, the chronically ill, and many with work potential, including families, youth in A.F.D.C. classifications, and foster children. There is a need for an organization to first clearly establish its own function before seeking to coordinate activities with other agencies. A second necessity is for each agency to identify, relate and mobilize its community resources. The welfare agencies see as their main vocational education-related function the maintenance and stabilization of families in order to maximize work potential.

## D. Public Health Service

Raymond F. Kaiser

Throughout the years the U.S. Public Health Service has worked with state health authorities, and through them, with local health agencies in carrying out its activities.

First, grant-in-aid funds are provided to state agencies to carry out a specific health program, usually on a matching basis, in accordance with an annual plan which is prepared by the state agency in consultation with Public Health Service regional office staff, subject to the approval of the Regional Health Director. Secondly, the Public Health Service may provide trained personnel to state health agencies on assignment to carry out its program activities. A third mechanism is concerned with providing funds, essentially unmatched, to a state or local agency on a special project grant basis. Then, health activities can be supported at state or local levels through cooperative agreements or contracts, with the contractor supplying some funds or other resources in lieu of cash, and the Public Health Service providing some funds under a mutually agreed upon, signed, official document.

It is imperative that the Public Health Service coordinate its activities with other agencies, especially under provisions of the

Community Health Service and Facilities Act of 1961, the 1964 Act for Comprehensive Statewide Planning for Mental Retardation Activities, and the 1966 "Medicare Act" for medical indigents. The Public Health Service, at its field installations, has provided vocational education and training environments where individuals can secure training in the health field.

On the basis of these procedures mentioned, a number of mechanisms are in existence which provide for coordinating activities with other agencies, both federal and state. Consequently, needless duplication and unnecessary competition in program efforts may be avoided.

### E. State Departments, Vocational Education William Loomis

In providing leadership in vocational education today, as it relates to coordinating our activities with other agencies, about whom are we talking? What is the scope of the problem? The agencies tend to fall into certain categories.

By having too many groups to work with, we tend to lose sight of the forest for the trees. We may tend to actionalize rather than tackle problems in functional terms. We must continue to evaluate our true effectiveness, provide for communication with the public, and avoid factionalism within our own ranks.

After identifying the scope and nature of the challenge, we should then set forth our version of what the aims and structure of vocational education should be today. It seems axiomatic that cooperation and coordination must take place against a well-conceived model program of vocational education.

In evaluating our accomplishments, I suggest that we: see our day-to-day activities against the backdrop of the total program; keep before us at all times a well-defined set of program objectives; and provide for continuous program evaluation, utilizing the most effective and modern instruments possible.

If the challenges I have outlined appear impossible, you have understood the problem. The nearly impossible jobs can also be the most rewarding.

### F. Office of Economic Opportunity Zane S. Meckler

Most established agencies concerned with vocational education have failed because they have directed their programs to the middle-class motivated students. These programs have failed the disadvantaged, because two-thirds of the disadvantaged never graduate from high school.

Public schools have been attacked for the lack of curriculum relevance for the lower-class student. The middle-class population is so obsessed with the professions that little is said about other occupations. The lower class is tolerated, but not accepted. When judged on environmental factors, lower-class students have little chance for approval. Everyone is treated equally; therefore, all students are treated as middle class, with the same aspirations and opportunities. The disadvantaged student's difficulties are labeled "reading problems". The philosophy is held that, somehow, after a remedial reading class, he will become a whole human being. The real needs of the student are relegated to oblivion if the school views its responsibility as a nine-to-three task. The public school is living in a Fool's Paradise.

What compensation is there for the victim of ills created by society? What does coordination mean? It may require a given agency to move over, and let others share in the decision-making. The disadvantaged must be involved to the extent of maximum feasible participation. Public establishments must be involved, and the many facets of interdependence must be discovered.

## G. State Departments, Vocational Education

Mark Nichols

State Directors and supervisors of vocational education are very much aware that coordination of vocational program activities with other agencies is essential to the effectiveness of vocational and technical training. Vocational education in terms of the standards of the Smith Hughes Act and subsequent vocational acts has been conducted for nearly a half century. The proliferation of programs akin to vocational education and conducted by other agencies has been tremendous during the last forty-nine years, especially so during the last two or three years.

Coordination according to dictionary implications is the harmonious adjustment or functioning of common action with others. With state vocational leaders, this involves public information procedures, arrangements for teacher training leadership in the promotion and development of curricula, determination of program needs, establishment of acceptable policies, and cooperation with others.

Other agencies with whom we may coordinate program activities include state departments of employment security, welfare, and health; state commissions of business regulation and industrial relations; community action programs; college extension services; labor, farm, business and industrial groups; and civic and service organizations in addition to local school agencies.

The crux of the whole effort is action. It is carried on through the vehicle of communication, which transfers ideas, desires, attitudes, and feelings to others. Coordination concerns people and communication in a person to person involvement. It is the selling and buying of ideas and activities concerned with programs; it is giving and taking and all that goes with coordination effectiveness.

"No man is an island"; likewise, no program involving public moneys and people can be provincial and at the same time serve people effectively. Vocational education needs the support of other agencies and other agencies need the contributions of vocational education in order that youth and adults may be trained in the understanding, attitudes, and skills of useful, gainful, and productive employment. Such employment is the cornerstone of our private enterprise economy, which in turn is the citadel of democracy.

## Evaluation of Vocational-Technical Education

Lee W. Ralston

Evaluation is a continuous and integral part of every vocational education program. The specific evaluation instrument will contain details consistent and appropriate to the program being evaluated. The following list of criteria will be helpful in developing an effective evaluation program:

An educational philosophy that provides realistic objectives.
The establishment of understandable functions and clear-cut purposes of the vocational education program.

An understanding of the employment opportunities in the geographical area, recognizing the short-term and the long-term needs of the community.

Effective utilization of an advisory group that encompasses representatives of management, labor, and other interested and affected groups in the occupational area.

A guidance and counseling system that provides current occupational information and a program of recruitment and selection of students that can profit from the instruction.

Teachers that are occupationally competent, professionally qualified and properly credentialed.

Courses of instruction that are occupationally centered.

An effective safety program, with safety policies and practices that are enforced.

Clear evidence that there is administrative and supervisory support of vocational education.

Adequate and ample tools, equipment, supplies, utilities, services, and building facilties.

An instructional program that provides for the development of good work and study habits, effective planning and useful student personnel organization.

Effective relationships between the instructor and the student, and the parent and the entire school staff and the community.

Planning of programs that are needed for the entire area, without omission or duplication of effort.

Provision for articulation with other programs at all levels.

An effective placement system.

In-service teacher education program.

An effective system of determining costs of the vocational program.

A well-designed system of follow-up.

The above list has not taken into account any priority of items, nor is it comprehensive. Rather, it is indicative of the type of criteria that are needed to develop an effective evaluation instrument.

## Evaluating Progress in Vocational-Technical Education

Bernard Michael

The Vocational Education Act of 1963, authorizing Federal grants to states to assist them in strengthening and improving the quality of vocational education in the nation, also specified periodic review of vocational education programs and laws. This year, 1966, the Secretary of Health, Education and Welfare is required to appoint and make recommendations concerning the status of vocational education programs, the administration of these programs, and the Acts under which funds are appropriated.

Provision was made, when the Division of Vocational and Technical Education in the U.S. Office of Education was reorganized to administer the new legislation, for a small evaluation staff to work directly with the Assistant Commissioner responsible for these programs and to serve as liaison with the Council, when it is appointed by the Secretary.

Stated as simply as possible, the objectives of the Division's evaluation program are: to develop a comprehensive and responsive system for determining the effectiveness of vocational-technical education programs in terms of the purposes of the Acts; to organize the system to meet short and long term needs of the U.S. Office of Education for program planning and decision making; and to provide leadership and service to the states, assisting them to carry out their program evaluation responsibilities.

Outlined here is a summary of the approach which will be followed:

1. Define objectives basic to the administration of the Vocational Education Act of 1963 and aspects of other legislation administered by the Division of Vocational and Technical Education.

2. Identify and group the major items, measurements of which will serve to indicate program status under above objectives.

3. Develop a system which will provide measurement (qualitative as well as quantitative) of above items.

4. Analyze findings in relation to established objectives.

5. Report on implications of evaluation findings for program planning and policy making.

Measurements which will be developed to assist in analyzing progress toward achieving objectives should include:

1. Trends in numbers and characteristics of persons enrolled in and completing programs, compared with the estimated proportion of the population needing or desiring training.

2. Success in terms of pre-employment information.

3. Effectiveness in achieving objectives in terms of follow-up information.

4. Effectiveness in terms of the ability of state administrations to plan and organize programs.

5. Assessment in terms of cost effectiveness and other analyses of expenditures.

# The Role of Research in Implementing Vocational-Technical Education

John E. Bean

State Vocational Education Research Coordinating Units have been funded in 44 states, 24 in June of 1965 and 20 in June of this year. Their purpose is to stimulate, encourage, and coordinate research activities among state departments of education, universities, local school districts, and others with an interest in vocational and technical education. Although specific research activities vary in accordance with the research environment in each state, the following are indicative of the type of activities undertaken in most states:

Establishment of a State Research Advisory Committee composed of representatives from colleges and universities, vocational schools, State Department of Education, local school districts, State Employment Service, business, industry and labor.

Inventory of research resources within the state, including the identification of individuals and organizations actually or potentially involved in vocational research.

Review of state vocational programs and identification of outstanding problems amenable to research.

Formulation of overall state research philosophy, establishment of research priorities, assignment of roles, and coordination of efforts.

Dissemination of research information and findings through conferences, newsletters, and other media.

Review of research proposals and provision of technical consultant services to local school district researchers and others.

The location and structure of the research coordinating units also vary among the states: 27 are located in state departments of education, 16 in universities and 1 in a state research foundation. Each is supported by the Office of Education for three years, with a gradual phase-out of federal support in anticipation of full state and/or institutional support thereafter. Many states are earmarking ancillary funds under Section 4 (a) of P.L. 88-210 for the continued support of research activities and the sponsorship of state research grant programs.

# The Role of Professional Organizations

Lowell A. Burkett

In order to examine the role of professional organizations, a profession must first be defined. A profession is a field of endeavor that has a specific objective contributing to the welfare of an individual and the society in general. It involves depth in training for entrance into the profession, methodology, research and demonstration, ethics, and a basic philosophical point of view that has proven itself over the years. Vocational-technical education has matured to the point that it can be classified as a profession. It has a unique and distinct function to perform within the total education profession.

A professional organization is a banding together of those in a profession for the purpose of improving the profession; to give status to the profession; to help the individual to improve himself through leadership participation and involvement; to pool the resources of the profession in order that each individual can benefit from the experience of others; to provide a vehicle whereby new concepts can be initiated, researched and tried.

It is a banding together of those in the profession for their voices to be heard; to ward off "enemies" of the program; to tell the facts about the program; to develop policy educationally, legislatively and ethically.

What are the component parts of the American Vocational Association? The organization is built by members, affiliated state associations, the House of Delegates, the Board of Directors, and the AVA staff. State associations carry out the program of work as it relates to state interests and share in AVA policy decisions. The Board of Directors serves as the administrative body and formulates relevant administrative policies. The AVA staff carries out these policies, serving as the "watch-dog" of the profession. Functioning as a clearing-house, staff members coordinate professional activities of affiliated states.

The professional organization carries out the program of work as established by the membership, examines needs of the profession, and provides both personal and professional services to members.

Every person engaged in vocational education is a member of the profession; accordingly, each vocational educator has an obligation to be a participating member of his professional organization.

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# APPENDIX A

# LEADERSHIP TECHNIQUES

LEADERSHIP DEVELOPMENT CONFERENCE

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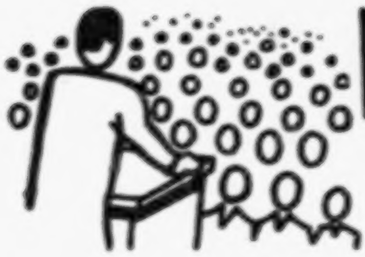
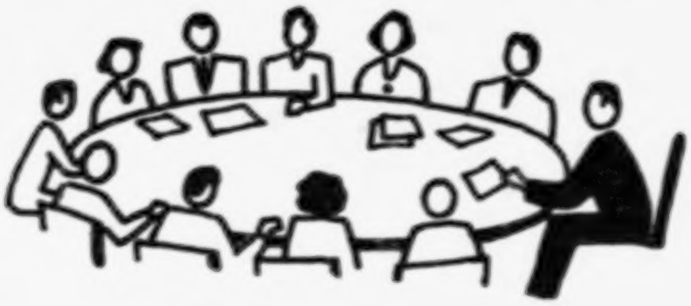
# Conference Procedure

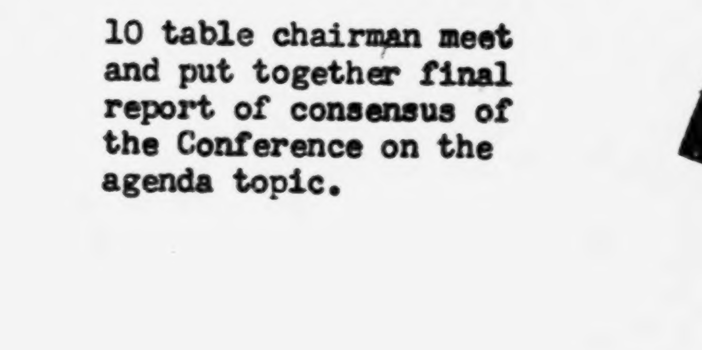


100 Participants meet in General Session.

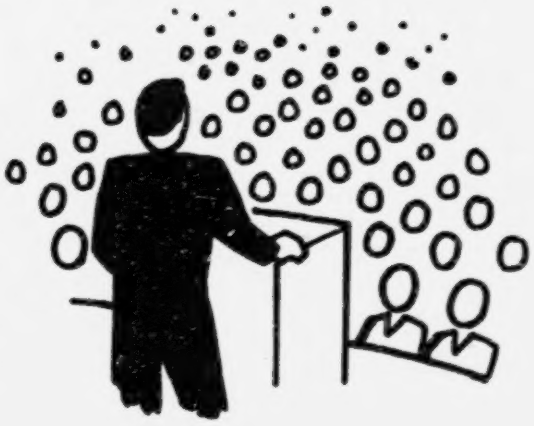


100 Participants meet at 10 tables to discuss both agenda topics.

10 Chairman go on to Chairman Meeting. Remaining Participants go on to discussion of next topic.



10 table chairman meet and put together final report of consensus of the Conference on the agenda topic.



One of these Chairman reads the final report to the 100 Participants at the General Session

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## NATIONAL LEADERSHIP DEVELOPMENT CONFERENCE

### Instruction to Chairmen at Chairmen's Conference

1. Decide immediately which one of you will make the report on this topic to the General Session. An alternate will stand by and will be prepared to give the report if the one decided upon cannot give it for any reason.

2. It is essential that only consensus of opinion, ideas and statements already expressed in the reports from the table represented by you, be considered at this level.

3. The Conference Program Coordinator will keep you informed as to your time schedule.

4. Make sure that all persons in your group are in agreement that the statement which purports to be the consolidation of all reports is satisfactory. This should be done for each question.

    A. To the extent that it is possible to show the weight of agreements, please do so. For example, if on any point, all tables unanimously agreed, this should be shown. If on another point only 5 tables made mention of the item, please report it that way and not that half were "for" and half "against."

5. Your final report on this topic should take from 12 to 14 minutes to give.

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# NATIONAL LEADERSHIP DEVELOPMENT CONFERENCE

## Instruction to Conference Table Chairman

Note: You should contact the Project Coordinator for any service or materials your group needs which you do not find provided.

### BEFORE MEETING AT CONFERENCE TABLES

1. Please become familiar with the contents of Suggestions to the Leadership Team, included in your packet of materials, before going to your Discussion Table.

### AT CONFERENCE TABLE

Note: Persons other than participants will be permitted to observe at your table. Participants only, are to be permitted to discuss any topic or question.

1. Questions suggested for the discussion will be on your table at the beginning of the session, for distribution to each participant.
   - A. It is suggested that you read through all questions with the participants. Then determine from them if they approve the questions as a helpful guide in developing a meaningful discussion. If they do not approve you will have to agree on what questions will guide your discussions. Be sure, in case of new questions, that the full question is stated on your report as well as the answer you reach.
   - B. Use one reporting form for each question. All Reports are to be made with pencil.

# The Conference

## ADVANTAGES OF THE CONFERENCE METHOD

The conference is a form of discussion based upon a problem experienced first-hand by all the participants. A solution developed by the conference method should encourage experienced supervisors and workers to think about their problems, to state the facts about them clearly, and finally to decide what should be done about them. By the end of the conference, members should have reached an agreement as to the best solution to their problem.

Properly used, the conference method has many advantages. The conference members can speak freely and can feel that they are giving valuable information to the group. The instructor is a guide, not a boss, and the training becomes informal and democratic in nature. Under these favorable circumstances, the participants learn to analyze jobs and situations, to use good judgment, and to cooperate with others in pooling experience and in reaching a conclusion. The conference method is a democratic way of instructing the group members to think efficiently and to work together harmoniously.

## WHEN TO USE A CONFERENCE

The conference method is suitable for well-defined situations in many fields of work. To make sure that it is planned appropriately, check the situations with these tests:

1. The participants should have experienced the same problem or problems, and
2. Some of them, at least, should have tried to solve the problem.

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Unless these two conditions are met, the conference may result in time-wasting chatter. Remember that a conference draws upon the experience of the members for its material. A group of foremen or supervisors will profit greatly through pooling their knowledge about the problems of the shop or plant. Without such experience, the members would have little to contribute, and they would likely be disinterested. Do not use the conference method when the following situations exist:

1. The participants are inexperienced.
2. New information is to be introduced and presented.

Conducting a conference for a group of inexperienced participants in a new or strange field or area may be quite useless. It may result in the pooled ignorance of the group.

## HOW TO USE A CONFERENCE

In this, as in all other training situations, the preparation of the leader before the session is very important. Even though the participants provide most of the information, the leader must know the problems that will probably be brought up, the questions to be used, and the points that will need to be emphasized. It is also important that the leader arrange for the comfortable seating of the participants around a table in a quiet and well-lighted room.

The leader must exert control of the meeting without seeming to dominate. This means control so that conclusions reached represent the thinking of the group. It is not the leader's right to control the decisions of the group. His job is to encourage the broadest participation in order to get a pooling of ideas and a mutual exchange of experiences.

## HOW TO CONCLUDE A CONFERENCE

Finally, a conference, like any other discussion, must be completed by a summary. The leader may ask the participants to suggest summary statements or concluding points of agreement. While listening, the leader will sense when these suggestions have the approval of the group. Then, he should write them on the blackboard. In this way, the leader emphasizes both the cooperative nature of the conference and the points that have been made. The next steps for the group and its members should be clearly spelled out by the leader.

## SUGGESTED TOPICS FOR CONFERENCE LEADERS

1. Public Relations in Trade and Industrial Education
2. Program Evaluation under the Vocational Education Act of 1963
3. Teacher Problems Requiring Supervisory Assistance
4. Effective Supervisory Meetings
5. Human Relations in Supervision
6. Teacher Training Needs Under the New Act
7. Advisory Committees
8. Effective Day to Day Supervision
9. Area Vocational-Technical Schools
10. Curriculum Laboratories
11. Professional Associations
12. Program Standards
13. Teacher Training for Extension Teachers
14. Program Effectiveness through Coordination
15. Relating Trade and Industrial Education to other Vocational Services
16. Self-Evaluation and Improvement
17. Establishing and Maintaining the Necessary Contacts with Management and Labor
18. Improving the Vocational Education Image
19. Securing Needed Facilities and Equipment
20. Developing Leadership Qualities
21. Accentuating the Dignity of Work
22. Recruiting New Staff Members
23. Working Effectively with Disadvantaged Groups
24. Overcoming Objections or Hindrances to Effective Trade and Industrial Programs

25. Vocational-Industrial Clubs
26. New and Emerging Occupational Areas
27. Meeting the Challenge of Dropouts
28. A Statewide Program of Research
29. Working with the Bureau of Educational Assistance in the Selection, Placement, and Follow-up of Students
30. "In-School" Occupational Guidance Programs
31. "Out of School" Youth Occupational Guidance Programs
32. Establishing Standards for Special "Short-term" Pre-employment Courses
33. Special Needs of Youth
34. Becoming Prepared to Meet Changing Conditions
35. Apprenticeship
36. Financing Trade and Industrial Programs
37. Justifying Vocational Education Expenditures
38. Curriculum and Course of Study Development
39. National Needs as Seen by State People
40. Applying Trade and Industrial Techniques to Other Service Areas

# JOB BREAKDOWN SHEET

JOB________________________ OPERATION____________________

| IMPORTANT STEPS IN THE OPERATION<br>**Step:** A logical segment of the job when something happens to ADVANCE the work.<br>(WHAT DOES THE WORKER DO?) | **Key Point:** The KEY to doing the job correctly, safely, efficiently, or accurately.<br>(WHAT MUST THE WORKER KNOW TO DO THIS JOB?) |
|---|---|
| | |
| | |
| | |
| | |
| | |

THIS JOB BREAKDOWN WAS MADE BY____________________ DATE__________

U. of Md. LDS - 7

## QUESTIONS

WHY - do we do it?

WHAT - is its purpose?

WHERE - should it be done (location)?

WHEN - should it be done (timing)?

WHO - should do it?

HOW - should it be done?

WHICH - is the better?

## SOME KEY "QUESTION" WORDS

Analyze
Calculate
Clarify
Classify
Compare
Construct
Contrast
Criticize
Describe
Develop
Estimate
Evaluate
Explain
Figure
Give
Give the Answer
High-light
Indicate
Justify
List
List in Order
Make
Outline
Point Out
Select
Show the Relationship
Sketch
Tell
Trace
Work Out
Write in Sequence

# Training Check Sheet

Leader________________________________

| | Poor | Fair | Average | Good | Excellent |
|---|---|---|---|---|---|
| 1. Objective (How clearly was the objective stated?) | | | | | |
| 2. Topic (Did the topic to be covered arouse interest?) | | | | | |
| 3. Atmosphere of the Group (Was there a spirit of friendliness, enthusiasm, and controlled good humor?) | | | | | |
| 4. Cases and Examples (Were the points of discussion illustrated by cases and examples?) | | | | | |
| 5. Use of Questions (Did the leader use questions that stimulate responses and discussion? Did he start them with Why, What, Where, When, Who, and How?) | | | | | |
| 6. Distribution of Questions (Were questions well distributed so as to draw out the bashful?) | | | | | |
| 7. Statements by the Leader (Did the leader refrain from posing as an authority?) | | | | | |
| 8. Rewording and Rephrasing (Did the leader rephrase responses in brief and simple language?) | | | | | |
| 9. Staying on the Subject (How well did the discussion stay on the subject?) | | | | | |
| 10. Group Control (Did the leader curb private talking, discussions on the side, interruptions?) | | | | | |
| 11. Coverage (How much progress did the group make? Did they move along quickly from point to point?) | | | | | |
| 12. Drawing Conclusions (Did the leader summarize and review items at the conclusion?) | | | | | |
| 13. Reaction of Group | | | | | |
| 14. Speaking Directly to the Group (Did the leader look at and speak directly to group?) | | | | | |
| 15. Voice (Were tone and pitch of leader's voice pleasing?) | | | | | |

Use back of sheet for comments.

U. of Md. LDS-9

# Conference Leader's Plan

TOPIC:

OBJECTIVE(S):

INTRODUCTION (TELL US AND SELL US):

## CHART I

## CHART II

## CHART III

## SUMMARY OR CONCLUSION

**Subject:** SEVERAL INDIRECT TEACHING METHODS

**Aim:** To present to you briefly the settings and possible uses of some variations of the Discussion Method. These variations are given the name--The Conference, The Panel Discussion, and The Symposium.

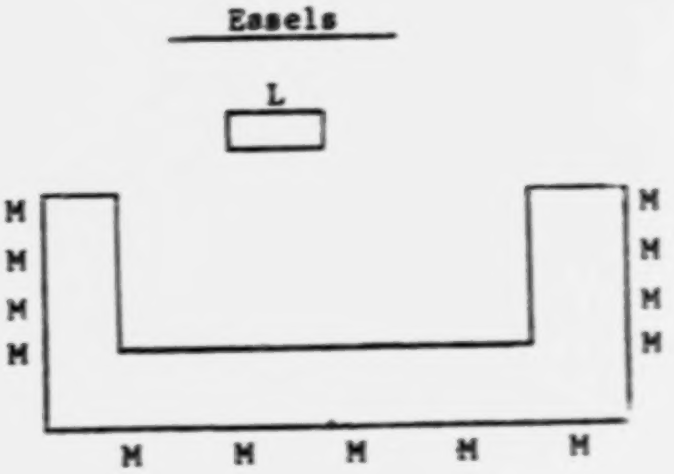
## THE CONFERENCE

The conference is a "round-table" technique--prepared addresses are out-of-order. It is designed to draw out, to evaluate, and to integrate. The conference leader is a traffic officer of ideas.

The steps involved in a conference procedure:

1. Assembling of experience from the group.
2. Selection of such experience data or facts as function directly on the problem.
3. Evaluation of pertinent data or experience.
4. Conclusion or decision as to the best procedure.

The physical setting usually consists of a suitable room with a leader's table, blackboard, and the conference members seated about a U-shaped table.



When the conference is in action, case studies, or charting, is often used. Charting consists of placing a heading on the blackboard and listing the reactions of the members of the group to that heading. An important feature of conference leading is not to put the headings on the board until needed. Questioning is usually "overhead." Samples of chart headings follow:

| Difficulty or Problem | Cause | Remedy |
|---|---|---|

| What is Wrong? | Who Is to Blame? | What Can Be Done About It? |
|---|---|---|

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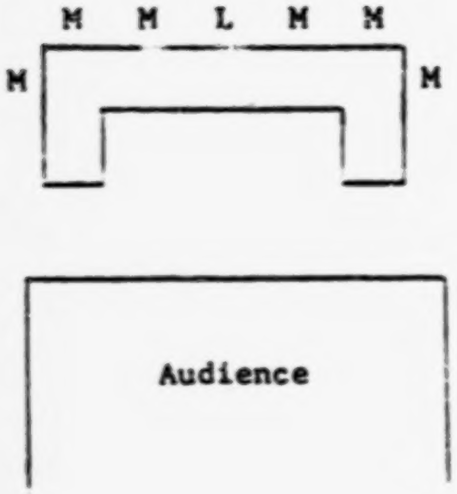
THE PANEL DISCUSSION

For use in large groups. The discussion leadership is in the hands of the "panel," usually a group of some four to eight.



The usual panel procedure:

1. Questions by leader to members of panel, who answer.
2. Discussion between members, or between members and leader.
3. Later, at the end of the panel's discussion, the audience gets to ask questions of leader or members.

THE SYMPOSIUM

For use in large groups. Members usually make speeches directly to the audience. Often speakers follow in order, after being started by leader. At completion of speeches, audience asks questions of individual members. The symposium tends to make a teaching situation more personal than lecture alone.

By way of summary, it will be noted that these three methods are best used in the order that they have been presented as the group grows increasingly larger. For instance, the conference is best used with groups of similar interests and responsibilities consisting of some eight to sixteen members. Fewer members than eight or more members than sixteen present some additional problems for the conference leader. The panel discussion may be used with groups ranging up to around two hundred or more, while the symposium is used with groups too large to be taught by any other method.

## LEADERSHIP DEVELOPMENT SEMINAR

## RECORDER'S OFFICIAL REPORT

Conference Number ________________ Recorder's Name ________________

Date __________ Time ____________

TOPIC ____________________________________________________________

Outline Form

I. Main Points

  A. Sub-points

    1. Discussion

## LEADERSHIP DEVELOPMENT SEMINAR

## NEED HELP WITH A PROBLEM?

### - Which Questions Need Answers - Now?

Let The Conference Members Help You With Your Problem - They May Come Up With a Solution!

PROBLEM__________________________________________________

QUESTION NO. 1 _____________________________________________

Which conference group should answer this for you?____________________

QUESTION NO. 2_____________________________________________

Which conference group should answer this for you?____________________

NOTE: Enclose This Sheet With Your Registration Form.

## DISCUSSION 66

### Premise

Premise of Discussion 66 - Discussion 66 is based on the assumption that any leader who desires to use a discussion technique desires it in order that all the group's valuable ideas may be brought out.

### Procedure

Procedure of Discussion 66
A. Speaker or Panel of Speakers have just concluded
B. Audience divided as it is into groups of 6
   1. 3 in front row and 3 back of them in 2nd row make up committee of 6
   2. Get acquainted----------------------(IS TO CONSUME 2 MINUTES)
      a. Introduce themselves
      b. Shake hands
      c. Elect a chairman - leads
      d. Elect a secretary - spokesman - reports
C. Every person in audience may suggest a question for speaker or speakers to answer without suggestion or prompting from anyone-------------------------------------------------(IS TO CONSUME 2 MINUTES)
D. Secretary-Spokesman records all questions suggested
E. Committee as a whole decides which one of the questions submitted is most valuable or important and is to be answered by the speaker or speakers-------------------------------------(IS TO CONSUME 2 MINUTES)
F. Meeting Chairman calls on as many secretary-spokesmen as possible to announce questions to be asked.

Comparison of 66 and Old Discussion Method

| "Phillips 66" | Old Discussion Methods |
|---|---|
| A. Provides time so all may participate | A. Controlled by minority |
| B. Specific questions carefully and fully prepared | B. Questions not carefully thought out |
| C. Thinking of each small group released for benefit of all | C. Small number of individuals' thinking revealed |

### Other Uses of Discussion 66

A. To make public many facts known only to a few members of a group
B. To provoke audience questions
C. To evaluate an experience shared by the group
D. To make nominations
E To achieve other purposes dependent upon a quick canvass of the thinking of the group

Discussion 66 Developed by J. Donald Phillips, Director of Adult Education
Michigan State College, East Lansing, Michigan

# ROLE PLAYING FOR TEACHERS

Role playing can be used to dramatize a simple situation in which two or more people take an active part. The situation should be one in which the group has had experience or one which the group might be expected to encounter in the immediate future.

## Essentials of a Role Playing Situation

Leader selects the situation.
Leader defines the characters.
Situation should involve two or more people with different ideas.
Dialogue should be spontaneous.
Parts are not memorized.
Participants and audience should examine the varying points of view.
Reaction of characters should be thoroughly analyzed.
Individuals may:
  Play roles depicting themselves
  Take a familiar role
  Undertake an unfamiliar role

## Ways to Set Up a Role Playing Situation

Select a problem or situation.
Establish details of the case.
Define the roles.
Establish goals of those participating.
Clarify the goal of those observing.
Role play the situation.
Discuss in detail the situation and the reaction of the group.

## Select a Problem or Situation

Make sure the group recognizes the problem.
Determine the extent to which the group is concerned with the problem.
Determine whether or not the group feels something can be done about it.
Find out to what extent the group feels something can or should be done about the problem.

## Establish Details of the Case

Permit total group to help set up the situation.
Make problem as realistic as possible to them.
Bring in the group as early as possible.

## Define the Roles

Assist active participants in understanding the stiuation.
Help them recognize their specific role.
Involve the group in orienting the cast.

## Establish Goals of Those Not Participating

The leader should discuss with the observers their goal.
Leader should suggest that the group watch what unfolds as case progresses.
Leader should ask group to watch reaction of the role players.
Leader should tell group their part in the actual situation if they are to be drawn into active participation.

## Get the Role Playing Situation Underway

Leader should introduce the situation and the skit.
Leader should introduce participants and define their role.
Leader should keep the role playing situation on the track.
Leader "cuts" action while interest is still high.
Leader controls the situation to avoid embarrassment on the part of the participants and observers.

# THE SHADOW PANEL*

The shadow panel is utilized to secure maximum audience participation. The procedure used is the reverse of that normally associated with the panel. Instead of the usual procedure of the audience directing questions to the panel, in the shadow panel method, each member of the panel, in turn, directs a question to the audience.

The question put out in overhead fashion should draw out several points of discussion. In addition, the panel member or the moderator may follow-up the overhead or general question with one or more specific questions to narrow, clarify, or draw out details from an audience participant.

## How Many Panel Members?

Three or four panel members and a moderator should be a sufficient number to create an interesting discussion and keep things moving. The moderator must create a permissive atmosphere wherein the audience participants feel free to discuss the various "angles" of the topic under consideration. He should not "expert" the subject nor should the panel members create the impression that they have "the answers." The panel members should be astute enough to secure through questioning the kind of answers or the quality of discussion that has given the group the opportunity to think through the points under consideration.

## How Many Questions?

Each panel member should have prepared and carefully considered at least one broad overhead question. If discussion is lively, he may not need to utilize the three or four specific questions prepared to follow up on the broad opening question. The moderator should watch the timing and pass along to the other panel members the opportunity to raise their overhead questions so as to provide balanced discussion. Failure to watch timing on the part of the moderator can result in a long discussion period on one topic and insufficient discussion time on another.

## Role of the Panel Members

Each panel member has in mind a thought-provoking question which he introduces after the panel moderator has oriented the audience briefly. The panel member listens carefully and watches audience reaction. He may urge several participants to talk before he makes an observation or raises another question. Whatever he does, it will be in the interest of good discussion and clear thinking. If the panel has agreed in advance, the moderator may carry the ball in the stimulation of discussion after the panel member has raised the initial question. However, this is a detail that can be agreed upon prior to opening the discussion. In any event, the panel members should not let audience members trap them into answering or "experting" the question or problem the panel itself has raised.

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* Prepared by Earl M. Bowler, Assistant Director, Trade and Industrial Education Branch, Division of Vocational and Technical Education, U. S. Office of Education, Washington, D. C.

## Role of the Moderator

The moderator should have met with the panel prior to the actual discussion period. Each person should know his or her responsibility. A few appropriate remarks on the part of the moderator should create a feeling of desire to participate in open discussion on the part of the group.

The moderator then calls on a panel member by name and suggests that he raise the question, pose the problem or cite the case he has in mind. While the panel member is speaking, the moderator should survey the audience for evidence of interest so as to quickly get a reaction from the group. He will want to draw in others as time goes along. New speakers should be encouraged to get into the discussion rather than to let the "windy" ones monopolize the time.

There exists the danger that the moderator will "lose" himself in the discussion and give a speech. This is fatal. The moderator can always go back to the panel member if he needs help in keeping the discussion moving. His job is to keep order, maintain balance, get participation, keep communication channels open, work the issues, smooth ruffled feelings, strive for distribution of participation, keep time, and keep the ball rolling on the subject.

A good summary by the moderator should close off the discussion at the end of the allotted time. The moderator should have met with his panel and should know the questions that will be asked. His remarks to the audience can pave the way to new points for discussion if he is an alert, experienced moderator.

# COMPETENCIES OF A VOCATIONAL EDUCATION SUPERVISOR

Successful job performance is dependent upon an understanding of job requirements. Periodic personal evaluation for the purpose of redirecting emphasis on activity that may have been neglected or overworked is important to excellent supervision. A device helpful in evaluating the role of the supervisor in improving instruction is a list of supervisor competencies.

## COMPETENCIES RELATING THE IMPROVEMENT OF INSTRUCTION

1. To organize, select, and evaluate instructional materials, devices, and aids.
2. To voice valid opinions in the selection of instructors.
3. To thoroughly orient and induct newly selected instructors.
4. To skillfully demonstrate the teaching process.
5. To adequately evaluate instruction.
6. To keep instruction up to a standard in keeping with recognized needs.
7. To bring about excellence in classroom, laboratory, or shop organization and management.
8. To conduct challenging teachers meetings.
9. To effectively communicate with individuals and groups.
10. To successfully practice human relations.
11. To reliably appraise vocational training programs.
12. To effectively plan activities for optimum results.
13. To skillfully train instructors or to intelligently participate in teacher training activity.

## COMPETENCIES RELATING TO PROGRAM ADMINISTRATION

1. To organize and promote the total program of vocational education.
2. To make satisfactory contacts and maintain cooperative relationships with business, industry, labor, government, finance, education, and the like.
3. To acquire the necessary program facilities, including buildings, equipment, and supplies.

4. To provide direction to a program that may have many facets.
5. To maintain satisfactory working relationships with other educational departments at the local, county, area, State, and/or National level.
6. To handle financial problems including budgets, buildings, payrolls, bond issues, and the like.
7. To promote and maintain good human relations and excellent public relations.
8. To recruit, select, appoint, assign, orient, educate, and evaluate instructors and other staff members.
9. To carry on an effective communications program.

## CASE STUDIES APPROACH TO LEADERSHIP

Case studies are important devices in the training and development of leaders. When used for this purpose, case studies tend to take the training of leaders out of the category of the theoretical and bring it to a practical level. Primarily, factual material is used and this gives the leader an opportunity to work with materials closely allied to the job situation.

There are a number of sources of case studies. Most commonly involved are the following: actual experiences, observed situations, hearsay, recorded materials, hypothetical situations, and factual materials.

Case studies create considerable interest on the part of those involved in training. The participants find the experiences of others satisfying and this makes the outcomes seem more practical. Case studies are popular with groups because:

> There is opportunity to cite examples helpful to others
>
> The opportunity to corroborate evidence is important to the trainee
>
> The substantiating of opinions comes to the fore in case study situations
>
> The opportunity to set up and analyze problems has value to the participants
>
> There is a broadening of experience that comes to the group as a result of studying details of the case
>
> The material with which the group is working tends to lend interest to the undertaking

Case studies may be large and involved or they may be simple situations. It is well to begin with simple situations and to be sure that there is careful analysis of the facts involved. The case study should provide an opportunity for the group to carefully list the facts and see the relationship of one fact to another before attempting solutions. While case studies may be utilized to dramatize a principle, this, however, is more particularly the function of role playing. In selecting a case study, you should consider whether this case study could be used in a meeting without some of the group feeling that the finger was pointing directly at them.

Group leaders should find the following suggestions helpful in handling discussion of case studies. In addition, discussion questions should be prepared to assist in starting groups to work and analyzing and seeking solutions to the problems. It is not intended that the questions should limit the range of discussion. However, leaders will want to guard against being led down the path of side issues not germane to the challenge offered by the topic and discussed in the case study.

Suggestions for group leader:

1. Read the case carefully before the discussion period to become familiar with the principal situation or problem involved.

2. Prepare any additional background information clarify the case. Feel free to use notes.

3. If you so decide, give the case to the group in advance of the discussion meeting, in order that members may have an opportunity to become familiar with it.

4. Introduce the topic. Use an approach appropriate for the selected method of discussion.

5. Set the stage for discussion; encourage the group to freely express ideas, to ask questions. to make comments.

6. Read the case to the group. You may think it important to re-read part of the case, or stop long enough to have a clarifying discussion of a certain section before completing the entire reading.

7. Stimulate and guide group discussion.

   A. Identify the principal problems in the case.

   B. Establish objective(s)

   C. List the significant facts in the case.

      1. Actions and conditions contributing to the principal problem
      2. Rules and customs applying
      3. Feelings and opinions of persons involved

   D. Weigh and decide

      1. Fit the facts together
      2. Consider their bearings on each other
      3. Propose several possible actions
      4. Check practices and policies
      5. Consider the action in light of the objectives and the effect on those involved

   E. Take or get action

      1. Develop a plan
         a. Procedures
         b. Persons to be consulted
         c. Persons to be responsible
         d. Timing of action

   F. Check Results

      1. Follow-up
         a. Timing
         b. Frequency
      2. Evaluate effect of action

# THE BUZZ SESSION

The buzz session is a device for involving every member of a large audience directly in the discussion process. The audience is divided into small groups (5 to 7 members) for a limited time (5 to 7 minutes) for discussion to which each member contributes his ideas.

The Buzz Session May Be Used:

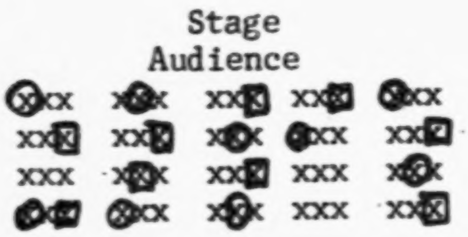
1. To develop questions for a speaker or panel.
2. To discover areas in which the group would like more information or further study - especially useful for institutes or conventions.
3. To discover areas of special interest for future programs.
4. To evaluate a meeting, institute or convention in terms of its value to the participants.

Advantages:

1. Provides a source of fresh ideas of real interest to the group.
2. When used in planning, it promotes individual identification with the program and its goals.
3. It gives everyone a chance to participate without having to get up in front of the full meeting.

Limitations:

1. The amount of individual participation is restricted.
2. Contributions of the several groups may be contradictory or difficult to combine.



0 = Group leaders
□ = Recorders

Movable chairs facilitate quick organization of buzz groups. In an auditorium with fixed seats, the first three in the front row turn and face the three sitting behind them in the second row. The next three face those behind them, etc.

Cards and pencils should be distributed quickly while or before the groups form

Procedure:

The chairman must assign limited and specific objectives to the buzz groups. Directions must be clear and explicit. If the audience is unfamiliar with the method, a demonstration group may be formed. Each group should designate a leader and a recorder quickly. The leader sees that every member has his say. The recorder makes a written record of each contribution on the card provided. Oral reporting of group findings by the leader is preferred. In very large meetings, the buzz session may be used by providing for a second round of buzz sessions of the leaders of the original groups.

# LEADERSHIP DEVELOPMENT SEMINAR
## Vocational-Technical Education

Discussion Leader or Chairman

1. Makes sure that everyone in the group knows one another.
2. Gets the group started promptly, budgets the time available and adjourns the section on time.
3. Makes certain that responsibility for recording is established.
4. Sets the pattern for free participation of all members of the group.
5. Helps the group reach agreement on the questions to be considered.
6. Keep discussion on the subject by asking clarifying questions, relating the discussion to the topics being considered, and asking next-step questions.
7. Provides the opportunity for everyone to participate and is careful to avoid domination by one of a few of the more vocal members.
8. Calls upon the recorder when necessary to state what seems to him to be a consensus.
9. Obtains approval of the group for the final statements to be reported.
10. Remembers that he is not a teacher or principal speaker but a guide for group thinking.

The Recorder:

1. Feels free to participate as a member of the group.
2. Takes notes of points made in each phase of the discussion which will be useful in making a statement of the consensus of the group.
3. Records, on reporting forms provided, the exact statement agreed upon by the group for each question. If a minority view is expressed it should be noted that it is a minority view.
4. Makes certain that all information asked for on the form is provided.

## TEAM TEACHING

References: The School Review, LXX, No. 3 pp. 303-313

Team Teaching at Bloom Township

High School. A report from the Center for Cooperative Study of Instruction, University of Chicago

Excerpts from the above:

Purposes of team teaching

A. To capitalize on teacher competency and experience

B. To stimulate under achievers and give them an opportunity to perform

C. To meet individual needs and individual differences through regrouping of personnel

D. To avail students of teacher resources outside the team

E. To offer flexibility and motivation by both students and teachers

F. Objectives

1. To utilize small groups for interaction between student and students, and between students and teachers
2. To encourage creative and critical thinking
3. To provide varying points of view upon a major movement in American life
4. To correlate two subjects

# PROGRAMMED TEACHING

What is Programmed Learning?

Programmed learning is a way of learning and a way of presenting materials to be learned. It is essentially self-instructual and therefore permits each learner to work at his own pace. It may or may not make use of a teaching machine.[1]

## IMPLICATIONS FOR STUDIES IN PROGRAMMED TEACHING

1. What areas of subject matter can be effectively taught by self-instructional programs?
2. Might self-instructional programs be combined with other methods of teaching?[1]

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[1] Used by permission. Agricultural and Home Economics Extension Service, The Pennsylv ania State University, The Evaluator, Number 19, June 1963

# PROGRAMMED INSTRUCTION TODAY AND TOMORROW

By

Wilbur Schramm

"Programmed instruction is, in the best sense of the word a truly revolutionary device, but it is revolutionary not so much in itself, as in its ability to interact with certain other developments in education.

In programmed instruction the program is the important thing and usually contains:

a. an ordered sequence of stimulus items

b. to each of which a student responds in some specified way

c. his responses being reinforced by immediate knowledge of results

d. so that he moves by small steps

e. therefore making few errors and practicing mostly correct responses

f. from what he knows, by a process of successively closer appro- approximation toward what he is supposed to learn from the program."

"Through wise use of programmed instruction the administration can provide for many difficulties presented by the ungraded school and the dual progress plan. Selection of excellent programs may administer the "coup de grace" to the old dragon of progress-by-yearly-lockstep in the closed classroom".

Much research remains to be done in this field.

From "Programmed Instruction" by Wilbur Schramm, Director of the Institute for Communication Research, Stanford University

References: Programmed Learning, a bibliography of Programs and Presentation Device
Carl H. Hendershot, Delta College, University Center, Michigan

## THE LISTENING TEAM TECHNIQUE

The listening team technique is used to focus attention of small groups or teams on a specific question while listening to a presentation. It usually produces lively and enthusiastic audien participation. The technique gives direction to listening, stimulates thinking and increases t amount and quality of discussion. Members of the team react and discuss phases of the presentat with other team members and arrive at a consensus which is later reported to the entire group.

In an audience of 100 persons or more, two or more teams may be listening and reacting to the speakers presentation utilizing the same question. Usually, five or six different questions ca raised that are sufficiently diverse in nature to create genuine interest on the part of the pa cipants.

The speaker should be briefed on the technique and made aware of the discussion pattern. The a vanced briefing by the general chairman should alert the speaker that there is no need for a rebuttal to team reactions. After all reports are made by the team chairmen, the speaker may be called upon to clarify items for the group.

### HOW IT WORKS

I. Several teams are organized by a designated leader

   a. Members should get acquainted

   b. A question is assigned each team

   c. A chairman should be elected

   d. A recorder is designated to take notes and report to the audience.

   e. Every member should understand the question.

II. The speaker makes a presentation

   a. Members of the teams listen carefully relating what is said to the question assigned their team.

   b. Notes should be taken by team members to assist in discussion following the presentation.

III. The teams listen, discuss and report

   a. Following the presentation, the teams discuss the presentation.

   b. Observations appropriate to the question should be recorded.

   c. The recorder reports the reactions of his team to the audience when called upon.

Univ. of Md. - LDS - 31

IV. Typical listening team questions--

A question that stimulates thinking and reaction is given each listening team. Some typical questions include the following:

a. Which suggestions presented by the speaker seem most practical for use in your work?

b. How can the ideas or concepts presented by the speaker be put to work by Vocational Educators.

c. What are the major barriers that would have to be overcome before the ideas presented could be used in your program?

d. Which ideas seemed least practical for use in vocational education?

e. What things not said, should have been given greater attention by the speaker?

f. What did the speaker say that does not "check" with your experience or your views?

The meeting chairman or designated leader must organize the listening teams before the speaker makes his presentation. This will take 10 or 15 minutes. The teams should be permitted to raise questions about their assignment or the organization prior to the speaker's presentation.

A careful briefing on the part of the chairman should prepare the speaker for the discussion and the reporting that follows his speech. He should recognize the fact that no rebuttal is necessary on his part. Should a clarification statement on the part of the speaker be requested, he should be encouraged to make some objective observations.

# QUESTIONING TECHNIQUE

## INTRODUCTION

1. The conference leader's primary job is to promote discussion. Since this is done particularly through questioning members of the group, the leader should know how to ask questions that will bring results.

2. There is more than a little to the art of asking questions, particularly leading questions, and considerable practice is required of every person who hopes to stimulate constructive group thinking. No less important is the use of questions which will keep the discussion on the right track.

3. Questions which may be answered "Yes" or "No" have very little use in discussion excepting when they are used in a rhetorical sense for emphasis, rather than expecting an answer.

4. The simplest suggestion to leaders as to how questions for conference work should be phrased is conveyed by a paragraph from Kipling's "The Elephant Child":

> I keep six honest serving men
> (They taught me all I know)
> Their names are WHAT and WHY and WHEN
> And HOW and WHERE and WHO

## GENERAL TYPES OF QUESTIONS

1. Direct questions
   a. Addressed to a definite person
   b. A means of getting a man to express himself

2. Overhead questions
   a. Addressed to entire group
   b. To promote thinking, to start discussion and to bring out different opinions
   c. Response may come from anyone

3. Rhetorical questions
   a. Addressed to entire group
   b. To promote thinking--to set a general theme
   c. No response is to be expected from the group in the form of a verbal answer

## KINDS OF QUESTIONS

1. Ask for a definition
   a. "Who can define 'coordination'?"
   b. "Define a 'conference'."

2. Ask for an experience

    a. "What experience have you had along this line?"
    b. "Can you give me an experience showing how you have handled this kind of complaint?"

3. Ask for an opinion

    a. "What do you think of that statement, Jim?"
    b. "What do you think is the right way to handle such a situation?"

4. Ask for information

    a. "How many complaints have you had in your departments?"
    b. "How many accidents were there during the year in our plant?"

5. Ask for an estimate

    a. "How many incidents like that do you think we have each year?"
    b. "What percentage of rejects do you think we have each day?"

6. Ask a leading question

    a. "Would you discharge a man whom you caught smoking in a prohibited area, if it was his first offense?"
    b. "Wouldn't it be better to get the best decision we can, rather than to keep discussing it?"

7. Test a man's knowledge

    a. "What is our company's policy in respect to a complaint which a worker wants to carry over the head of his supervisor?"
    b. "How many hours of related instruction is required each year for the apprentices in your department?"

8. Ask a provocative question

    a. "Is the way to get results--to drive your men hard?"
    b. "You are accused of 'passing the buck'--what would you do?"

9. Ask a controversial question

    a. "Do you think that leadership is a quality that is born in a man?"
    b. "What do you think of the use of frequent praise as an incentive for securing cooperation and loyalty from your men?"

10. Ask for a definite commitment

    a. "What is it--yes or no?"
    b. "How many favor our decision?"

## QUESTIONING TECHNIQUE

## SUGGESTIONS FOR CONSTRUCTING QUESTIONS

1. All questions should require thought to be fully and properly answered. This rules out most questions which may be answered "yes" or "no".
2. Questions should be brief and easily understood.
3. Questions should be related directly to the topic under consideration and should cover a single point.
4. Questions should stimulate the thinking of the entire group.
5. Ask the question, and if direct, call on the person to answer.
6. Keep the vocabulary within the understanding of the group.
7. Get the question properly stated and then give it that way.
8. Avoid questions that encourage guesswork.
9. Not all questions are followed by a question mark
    a. EXPLAIN how you start a new man on the job
    b. JUSTIFY your discharge of Bill Jones yesterday
    c. DEFINE morale
    d. DESCRIBE how you teach an apprentice to use the sensitive drill on his first job
    e. CLASSIFY the following list of accidents
    f. SUMMARIZE the discussion of the topic used this morning
    g. ILLUSTRATE your point with a specific case
10. Make free use of these six words:
    a. WHAT are some of the qualities that a good "on-the-job" instructor must possess?
    b. WHERE does the responsibility rest for quality?
    c. HOW can quality be maintained by each man?
    d. WHY are employees tardy?
    e. WHO is responsible for the training of new employees?
    f. WHEN should a supervisor plan the work of his department?
11. Arrange questions in a natural order so that the resulting answers lead to a logical conclusion.
12. Avoid asking direct questions in any set order among members of the group.

## CONFERENCE TOOLS

### INTRODUCTION

1. Just as certain tools are required by the skilled mechanic for jobs in the plant, so are special methods and devices required or used by the conference leader to encourage, control, clarify and summarize the discussion.

2. The skilled conference leader must depend upon his ability to reach out and select one or more of the conference devices which seem appropriate to deal with a specific problem or situation to the best advantage.

3. A few of the more important devices include

   a. Questions
   b. Case studies
   c. Demonstrations
   d. Evidence, experts and witnesses
   e. Charts or blackboard
   f. Text material
   g. Slide films and motion pictures

### USE OF QUESTIONS*

1. To call attention to a point that has not been considered: "Has anyone thought about this phase of the problem?"

2. To question the strength of an argument: "What reasons do we have for accepting this argument?"

3. To get back to causes: "Why do you suppose Doakes takes this position?"

4. To question the source of information or argument: "Who gathered these statistics that you spoke of?" "Who is Mr. Gish whose opinion has been quoted?" "Do you know that as a fact, or is it your opinion?"

5. To suggest that the discussion is wandering from the point: "Can someone tell me what bearing this has on our problem?" "Your point is an interesting one, but can't we get back to our subject?"

6. To suggest that no new information is being added: "Can anyone add anything to the information already given on this point?"

7. To call attention to the difficulty or complexity of the problem: "Aren't we we beginning to understand why our legislators haven't solved this problem?"

8. To register steps of agreement (or disagreement): "Am I correct in assuming that we all agree (or disagree) on this point?"

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* Extracted from Auer and Ewbank's, HANDBOOK FOR DISCUSSION LEADERS, Harper and Brothers, New York

9. To handle the impatient, cure-all member: "But would your plan work in all cases? Who has an idea on that?" "Hadn't we better reserve judgment until we all know more about this problem?"

10. To draw the timid but informed member into the discussion: "William, here, lived for quite a while in Italy. Suppose we ask him whether he ever saw. . . ?"

11. To handle a question the leader can't answer: "I don't know. Who does?"

12. To help the member who has difficulty expressing himself: "I wonder if what you're saying is this. . .?" "Doesn't what you've siad tie in with our subject something like this. . .?"

13. To encourage further questions by friendly comment: "That's a good question. I'm glad you raised it. Anyone have an answer?"

14. To break up a heated argument: "I think we all know how Jones and Smith feel about this. Now who else would like to get in on it?"

15. To bring the generalizing speaker down to earth; "Can you give us a specific example on that point?" "Your general idea is good, but I wonder if we can't make it more concrete. Does any know of a case. . .?"

16. To suggest the value of compromise: "Do you suppose the best course of action lies somewhere between these two points of view?"

## USE OF CASE STUDIES

1. What is a "case study?"

   a. An experience, or an event or a situation which describes pertinent details bearing on the problem being discussed

   b. Some types of case studies
      (1) An actual experience
      (2) An observed event
      (3) Heresay
      (4) From reading
      (5) An imaginary case

2. What are some of the purposes for using case studies?

   a. To serve as factual material
   b. To serve as examples
   c. To sustain evidences or substantiate opinions
   d. To set up problems or situations for analysis
   e. To broaden experiences of group

## CONFERENCE TOOLS

### USE OF DEMONSTRATIONS

1. What is a demonstration?
    - a. The physical evidence to verify a conclusion
    - b. Evidence supported by all the senses and faculties
    - c. Seeing it, hearing it, touching it, doing it

2. What are some of the types of demonstrations?
    - a. Physical operation--such as how to operate a certain machine, like a drill press, or an adding machine
    - b. Technique--such as a supervisor demonstrating how he talks to an employee who has just "flown off the handle" and quit
    - c. Materials--such as an exhibit of a competitor's products
    - d. Qualities--such as a welded joint tested by some device or expedient

### USE OF EVIDENCE, EXPERTS AND WITNESSES

1. Evidence
    - a. Records of the company--to prove trend of production, over head, labor turnover, costs, sales, marker opportunities, etc.
    - b. Statistics--obtained from reliable sources and shown in relation to their significance to the group
    - c. Plant reports--evidence concerning the number of complaints or grievances, or their kind, concerning the kind and number of accidents, etc.
    - d. Methods studies--report of operations, time and motion studies in written or film form, etc.

2. Experts and witnesses
    - a. Supply evidence
    - b. Sell validity of facts brought out
    - c. Add interest to the proceedings

### USE OF CHARTS AND BLACKBOARD

1. What are the advantages of using charts?
    - a. Provides a visual aid
    - b. Serves to pin down the group
    - c. Serves as jumping off place for discussion
    - d. Keeps the discussion on a clear track
    - e. Provides a summarizing vehicle
    - f. Stimulates interest
    - g. Provides a creative satisfaction to the group

2. Making charts

    a. Size--to fit size of group
    b. Type of paper
        (1) White bond paper, 36 inches wide
        (2) High grade newsprint
        (3) Pads of paper, 20 x 26
        (4) Light-colored wrapping paper
    c. Mounting charts
        (1) Affix to wall
        (2) Use of chart stands
        (3) Use window blinds
    d. Marking crayon
        (1) Use lumber crayon
        (2) Use compressed charcoal
        (3) Use colored crayons

3. Hints for chart work

    a. Write legibly
    b. Express thoughts intelligibly
    c. Supply adequate lighting
    d. Use short words
    e. Use diagrams
    f. Plan chart before discussion
    g. Keep pace with thinking of group

4. Use of blackboard or charts to record

    a. Facts summarized
    b. Facts classified and arranged
    c. Advantages and disadvantages
    d. Generalization or deductions
    e. Summaries or conclusions
    f. Analysis of causes and effects
    g. Contributing factors
    h. Conclusions and agreements of group
    i. Planned step for attaining objective

5. Other hints

    a. Don't stand in front of writing
    b. Talk while writing
    c. Write in straight lines
    d. Face group when discussing what has been written
    e. While writing, stand sidewise
    f. If charts are used, the blackboard should be used only as an accessory for gathering transient information, which after being summarized on the chart, is erased from the blackboard

# THE PANEL METHOD

By Russell Greenly

The Panel Method of conducting discussion is used for the purpose of planning, sharing experiences, pooling contributions, clarifying thought in making decisions. This brochure offers suggestions for carrying on discussion with instructors, foremen, supervisors, and executives, when the aim is to clarify thought on some common topic, upon which members of the organization have conflicting ideas. A short description of each technique in this method is being presented.

1. Need -- Increasing within our civilization is a need for cooperative thinking, planning, and acting. The panel discussions afford opportunity for training minor and major executives in cooperative techniques. Moreover, discussion itself is very stimulating to creative thinking, sympathy, and other desirable outcomes.

Panel discussions properly guided furnish a form of vital and enjoyable activity, which should bring about rich education returns for those interested in the techniques.

2. Description -- The elements of the panel are four:
   a. Chairman
   b. A Panel--four to eight persons
   c. An audience
   d. A topic for discussion

The entire panel group is seated in a semi-circle, facing the audience, and the chairman is in the center.

No speeches are made but a free-for-all discussion takes place between the members of the panel exactly as though no audience were present. The chairman coordinates and interprets this discussion, attempting to weave the separate strands and ideas of thought into a complete design in which each finds its place. There must be no debate, no conflicts. Instead the spirit which dominates the discussion is that any and every view is a contribution and has a place in the completed pattern. The activity of bringing unity out of the diversity of ideas and viewpoints is the peculiar function of the chairman; the function of the individual members is to supply creatively the diversity of ideas and elements. When the general pattern of the discussion is clearly seen, opportunity is given for the entire audience to contribute.

Finally, the chairman summarizes the discussion and indicates the general benefits accruing from the discussion activities.

3. Chairman -- The most important factor in the success of a panel discussion is the chairman. He must have hospitality of mind to a very high degree and resourcefulness in selecting, harmonizing, and combining different points of view.

He must be a good judge of personalities, be a tactful, socially minded, witty individual with a background of broad culture, to enable him to seize quickly upon the valuable elements of each offering. He offers very few ideas, himself, confining his contributions to emphasizing significant elements and to the weaving and organizing process.

In the final summary he has the opportunity to integrate the products of a discussion into a worthwhile whole.

4. Members -- Panel members should be ready thinkers, fluent speakers interested in the topic, and representatives of the wide variety of viewpoints and interests. Above all, they must be cooperative in attitude.

Ordinarily, the selection of the panel will be made by the chairman. In industry where foreman conference work is being conducted, it might be advisable that the Superintendent of the Division select the panel and the panel members select the chairman. After more experience has been gained, the panel might be selected by the group members themselves.

5. Selection of the Topic -- The topic chosen for selection should be one about which conflicting or different views are held by members of the panel. It should be specific in that it deals with a narrow, single thought, but it should be general in its form of statement.

Illustrations

a. How can workers secure what they want ?
b. How should we reduce wastes?
c. How far can foremen go in allowing the operators to learn new work habits?
d. What methods are employed in teaching operators on the job?

There should be sufficient preliminary stimulation of experiences or thought to insure an adequate supply of ideas in the audience and panel.

Panel discussions might well be considered the second step in conference procedure, where a new subject is being brought into industry and certain individuals have been asked to prepare themselves by reading related literature upon the subject under discussion.

Another method of stimulating thinking is to have groups visit an industrial organization for the purpose of having a discussion about the value they derived from such an experience.

6. Preparation of the Panel -- Ordinarily, the first step in the discussion is a preparatory meeting of the chairman and panel, in order that the chairman may become acquainted with the panel, may acquaint the members with each other, and may make them familiar with the conditions of the discussion.

The chairman asks each member of the panel to give a brief biographical account of himself and of his interest in the topic. Almost any subject will do as a basis for comment. The purpose is to have the panel members become accustomed to informal discussion under the direction of a chairman.

The chairman should emphasize the fact that no member of the panel is to stand or to make a speech. The panel member must think creatively and contribute as he sees best.

He should emphasize, also, both the undesirability of opposition to another's contribution and the need to entertain any thought or viewpoint, however irrelevant it may at first appear.

He should also emphasize the importance of each individual's contributing with perfect freedom every aspect of his own personal thinking and viewpoint. He should make clear that the spirit of friendship and good will should be consciously and systematically maintained without in any way limiting freedom of thought and expression.

Where panels have been developed, within industry, and members of the panel have become fairly well know to one another, there is no need for a preliminary meeting. The first few times the directions may need to be repeated to the panel and audience together, but as soon as the members attending such panel meetings know the technique, the discussion can go forward without preparation.

7. Preparation of the Audience -- The second step is the explanation to the audience of the method of conducting a discussion. This explanation should repeat the instructions to the panel and make it clear that the panel is serving as the mouthpiece of the group, because an informal discussion is too cumbersome in a large audience.

The audience is asked to listen only until the general pattern of ideas is established, and the promise should be made that ultimately the discussion will be thrown open for all.

The chairman should stand while making this explanation and should emphasize the fact that speeches are "taboo." He should conclude by clearly stating the problem for discussion and then sit down and begin the discussion.

8. Discussion -- The third step is to call upon some panel member for his expression of opinion on the selected topic. The chairman should listen thoughtfully to the ideas expressed, mentally selecting the essential elements of the contribution, restating them in slightly different words and asking some other panel member what he thinks about the matter. In this way the discussion continues.

9. Duties of the Chairman -- The chairman's specific duties are:

a. To stimulate contributions.
b. To repeat or reformulate contributions a sufficient number of times to give the audience and panel time to consider for themselves the point or points made.

c. To supply illustrations when a panel member states a principle or to generalize when a panel member gives specific illustrations. This also provides time and opportunity for understanding.
d. To give recognition, by name, systematically but subtly, for each contribution made.
e. To emphasize aspects of contributions significant for the pattern or design which develops, the chairman may guide by asking questions and by emphasizing the statement dominating, or direct the discussion to a specific and predetermined outcome.
f. To interpret the inter-relations of diverse contributions both to each other and to the general pattern.
g. To summarize and to integrate from time to time and at the close of the discussion.
h. To decide when the contributions of the panel have been sufficiently brought out to include the audience in the discussion.

10. Conflicts -- One peculiar and important function of the chairman is to prevent emotional clashes and tensions. The best means of doing this is the interjection of humorous or whimsical comments immediately following the slightest indication of opposition or tension. The interruption gives time for the members involved to regain rational control,and the laughs that follow humorous comments ordinarly aid relaxation.

On the other hand, the chairman must exhibit the utmost tolerance for conflicting ideas and have a genuine interest in each point of view presented. Members should be encouraged to contribute conflicting points of view, but not to assume an antagonistic or argumentative attitude.

11. Control -- Another important factor is the control of obstreperous individuals, who destroy the conditions under which the discussion is being conducted, and egotistically and aggressively insist on making speeches. Here again, humorous interpretations and the passing of a question to a panel member are effective means.

12. Outcome -- In general, the chairman is to build bridges from mind to mind, out of aggressive, creative, automatic thinking; to manufacture by emphasis and redirection a rich, comprehensive and consistent view of the whole topic, with each element in its proper place and relationship. Sometimes, it is sufficient if supposed views and reasons are brought to light and arranged in position. It is not essential to success, in this type of discussion, that a decision be reached. The goal is the clarification of thought.

13. Chairman's Preparations -- The chairman in preparing for his task needs to canvass as completely as possible all sides and viewpoints that he made and to. plan how he will utilize it in the development of his final design.

He must have a plan and a goal, yet he must not dominate nor control but accept what comes. He may, however, stimulate the expression of the ideas he desires by shunting questions to individual members of the panel whose viewpoints are likely to lead them to respond as desired.

A successful preparation insures that no surprises will come out during the discussion, and no serious deficiencies at the end of the discussion. The chairman, however, needs to exercise great restraint not to force the discussion along the lines of his own thinking.

14. Reports -- In most instances it is desirable to have a stenographer strategically located in the audience, who will record the high points of the discussion. A verbatim report is then possible and each member attending the discussion might be furnished with mimeographed copies at a future date.

This eliminates the necessity for any member of the audience to take notes at any points in which he might be interested, and he is able to concentrate his entire attention upon the topic being carried on by the members of the panel.

# GROUP DYNAMICS, BRAINSTORMING, AND OTHER LEADERSHIP TOOLS

Byrl R. Shoemaker

## Role Playing ---

The role playing technique was explained and a team was selected from among the conferees to put on a demonstration.

### Role of Superintendent - (Techniques Used)

Let individual talk
Gave cooling off period
Promised answer
Went to correct person
Friendly atmosphere

### Additional Techniques that Could Have Been Used

Might have built plumbers background
A complement on something else may have helped

### How Did John Function When He Reported Back?

1. Didn't pass buck
2. Had an answer
3. Tried to set stage

---

## Case Studies

Uses problem solving approach
Differs from role playing in that the person presenting cast presents an actual case in which he was involved
Case was presented
Problem solving technique was used

1. Get the facts
2. Weigh and decide
3. Take action
4. Check results

### Brainstorming

A person can be trained in creative thinking.

ooks by John Clark and Alex Osborne were mentioned

Creative thinking is important to education.

### Steps in Creative Power---

- Orientation
- Preparation
- Analysis
- Ideation
- Incubation
- Synthesis
- Evaluation

### Orientation---

- Divide into sub problems
- Laws of assocition (Aristotle)
  - Similarity
  - Continuity
  - Contrast
- Blocks to being creative
  - Ignorance
  - Attitude

### Basic ways to be creative

Make a check list
Set qualities for yourself
Set a deadline
Make a date with yourself

Question, association, observe, predict
Questioning is an act and is learned by exercising it

st of killer phrases discussed - Green Sheet

Four Rules - Yellow Sheet

Reprint from
"Printer's Ink", December 2, 1955
Charles H Clark, Assistant to the Manager of Training
Ethyl Corporation

## KILLER PHRASES

This list was developed at a "Brainstorming Workshop" for the National Society of Sales Training Executives. If you don't want good ideas to curl up and die, put these killer phrases on your black list -- and keep them there!

Note: How many times have you heard these phrases?

It's not in the budget
Who thought of that?
I can't give you the money to go ahead
We're not ready for it
Everybody does it this way
Not timely
Too hard to administer
It's not progressive
Too theoretical
Production won't accept it
Personnel aren't ready for this
Won't work in my territory
Customers won't stand for it
The new men won't understand
The old men won't use it
Doesn't conform to our policy
We don't have the manpower
Takes too much time (work)
Don't move too fast
Has anyone else ever tried it?
We have too many projects now
Let's make a market research test first
Here we go again
Let's form a committee
Won't work in our territory
What do they do in our competitor's plant?

Where does the money come from?
Costs too much
Too (or too small) for us
We tried that before
Too academic
It's a gimmick
Not profitable
You'll never sell that to management
Stretches imagination too much
They'll think we're long-haired
Engineering can't do it
Why something new now? Our sales are still going up
Let's wait and see
Too much trouble to get started
Too hard to sell
It's never been done before -- why stick our necks out?
We don't want to do this now
Factory can't follow up
Not enough background
The union will scream
That's too ivory tower
Let's put it in writing
I don't see the connection
What you are really saying is . . . .
Let's sleep on it

## OSBORN RULES FOR BRAINSTORM SESSIONS

1. Criticism is ruled out:

   Allowing yourself to be critical at the same time you are being creative is like trying to get hot and cold water from one faucet at the same time. Ideas aren't hot enough; criticism isn't cold enough. Results are tepid. Criticism is reserved for a later "screening" session.

2. The wilder the ideas, the better:

   Even offbeat, impractical suggestions may "trigger" in other panel members practical suggestions which might not otherwise occur to them.

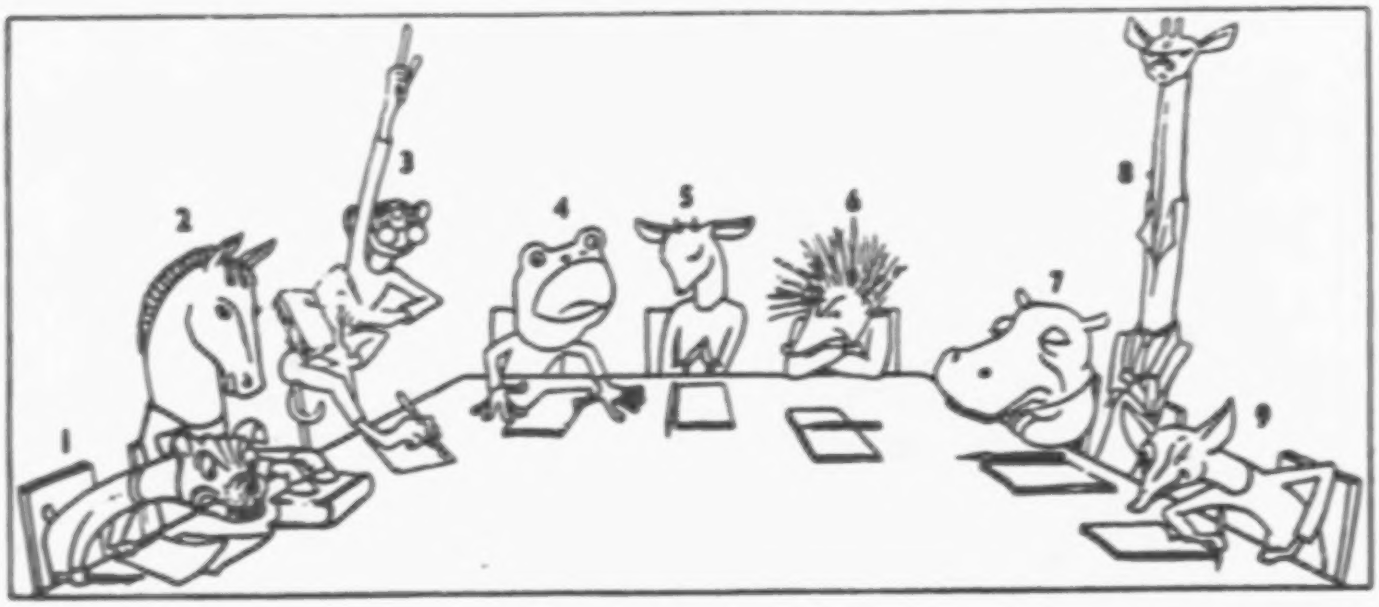
3. Quantity is wanted:

   The greater the number of ideas, the greater likelihood of winners.

4. Combination and improvement are sought:

   Improvements by others on an idea give better ideas. Combining ideas leads to more and better ideas.

# THE GROUP MEMBERS AS THE LEADER SEES THEM



**1. THE QUARRELSOME TYPE**
*Stay quiet, don't get involved, use the conference method. Stop him monopolising.*

**2. THE POSITIVE TYPE**
*A great help in discussion. Let his contributions add up. Use him frequently.*

**3. THE KNOW-ALL TYPE**
*Let the group deal with his theories.*

**4. THE LOQUACIOUS TYPE**
*Interrupt tactfully. Limit his speaking time.*

**5. THE SHY TYPE**
*Ask him easy questions. Increase his self-confidence. Give credit when possible.*

**6. THE UNCO-OPERATIVE "REJECTING" TYPE**
*Play on his ambitions—recognise his knowledge and experience and use them.*

**7. THE THICK-SKINNED UNINTERESTED TYPE**
*Ask him about his work. Get him to give examples of the work he is interested in.*

**8. THE HIGHBROW TYPE**
*Don't criticise him. Use the "yes-but" technique.*

**9. THE PERSISTENT QUESTIONER**
*Tries to trap the Group Leader. Pass his questions back to the group.*

## HOW TO GET MORE OUT OF CONFERENCES

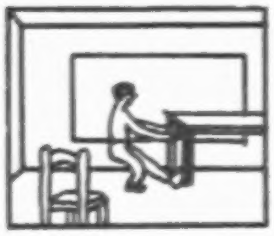
### I. THE ROLE OF THE CONFERENCE LEADER:

### BEFORE THE MEETING

**PLANNING**

1. Think over the main problem.
2. Get foundation facts and information on the problem.
3. Arrange for someone to take notes.

**ARRANGING**



1. Get most suitable room.
2. See that chairs, long table, blackboard and paper are arranged.

### AT THE MEETING

**INTRODUCING**

1. See that members are acquainted.
2. Introduce yourself and see that your position is understood.
3. Explain purpose of conference.

**GUIDING**

1. Work out sequence of topic headings.
2. Summarize frequently and keep group on main tract.
3. Work for agreement of the group.

**LEADING**

1. Handle personal antagonism without fail.
2. Avoid letting one man talk others into flash decisions.
3. Don't let a few do all the talking.
4. Keep a friendly spirit.
5. Pull ideas out of the group rather than out of your head.

**ADMINISTERING**

1. See that groups' responsibility is aroused.
2. See that what needs to be accomplished is thoroughly understood.
3. If final action has been taken, see that those responsible for notifying and carrying out are aware of their duties.

### AFTER THE MEETING

**LISTENING**

1. Review the meeting, noting what has been accomplished and what needs to be done.
2. Check and make preparations for follow-up meetings.
3. See that notices and actions are carried out.

### II. THE ROLE OF THE MEMBERS OF THE CONFERENCE:

### BEFORE THE MEETING

**COOPERATING**

1. Investigate for evidence of experience that will be useful.
2. Review what you know about the problem.
3. Draw up proposals you may wish to offer.

### AT THE MEETING

**THINKING**

1. Remember that a good listener is as important as a good talker.
2. Follow the trend of the discussion.
3. Try to understand the man who is talking.
4. Think before speaking.
5. Keep in mind the interest of the group you are representing.
6. Don't be discouraged if time goes. The conference is a slow but solid process.

NATIONAL LEADERSHIP DEVELOPMENT CONFERENCE
Trade and Industrial Education

## OBSERVERS' CHECK LIST
(For recording type and amount of participation)

| Contributions | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Asks for Information | | | | | | | | | | | | | | | | |
| Asks for Suggestions | | | | | | | | | | | | | | | | |
| Asks for Opinions | | | | | | | | | | | | | | | | |
| Offers Information | | | | | | | | | | | | | | | | |
| Offers an Explanation | | | | | | | | | | | | | | | | |
| Offers an Opinion | | | | | | | | | | | | | | | | |
| Argues | | | | | | | | | | | | | | | | |
| Makes a Summary | | | | | | | | | | | | | | | | |

### THE ROLE OF THE OBSERVER*

"The value of the observer is very high in experimental work on the conference and discussion process, where he should be a trained expert in the process if he is to be thorough. In the average meeting, however, any member of a group may detach himself for a particular meeting as observer and do a satisfactory job. The practice of rotating this role among the group members is a good one in regularly scheduled groups, for the conference participant who finds himself as an observer develops a new perspective and an analytical approach to conference techniques that will be helpful to him when he returns to his role as participant."

DIRECTIONS: Write in the name of conferees above letters (A - B, etc.). As the discussion proceeds, put a tally mark in the appropriate square for each comment made by members of the group.

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*Harold P. Zelko, "Successful Conference and Discussion Techniques," (Mc-Graw-Hill Book Company, Inc., New York, 1957), pp. 155.

# APPENDIX B

# TASK FORCE ASSIGNMENTS

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## THE TASK FORCE ASSIGNMENT TECHNIQUE

The task force assignment technique is an important leadership development device. It provides the opportunity for individuals to reveal and demonstrate leadership ability.

### Essentials of a Task Force

Essentials in utilizing the task force idea include:

A main group which meets as a unit for briefing before the task is assigned. It will meet a second time to hear the final report of the several committees.

Two or more sub-groups which have been given assignments of equal complexity. These sub-groups will work independently of each other to introduce the spirit of competition and rivalry.

Several committees formed within the sub-groups to handle specific phases of the assignment and to make oral reports before the main group.

A briefing session of the main group for a general presentation and discussion of the overall plan of operation. During this briefing session announcement is made of the final meeting when the reports of the two or more sub-groups will be given.

An assignment for each sub-group which should provoke thinking, involve research, and otherwise challenge the committees within the sub-groups to work together as a team. The assignment should be in broad and general terms, and should require a considerable amount of outside preparation. It should also stimulate individual initiative in preparing the oral report, the written report, and the supporting graphic materials.

A situation which requires telling, researching, reading, discussing, evaluating, thinking, planning, and working together to find a solution or series of solutions.

A resource person (or several resource persons) who assists the group in starting on the project, filling in any gaps in the assignment, clarifying major points, and helping the group to clearly understand the situation.

Once the task has been assigned, the resource person functions as a consultant, not as a leader of the group. Because the primary purpose of the task force assignment is to discover and activate leaders within the group, the resource person must not shape the group's thinking, but should be available to help the group begin work on a solution to the situation as expeditiously as possible.

A rehearsal for those who are going to make the oral presentation to the total group. The resource person should work closely with the participants at this point to smooth out any rough spots in the presentation. Graphic aids should be utilized for maximum visualization of the material presented.

Timing should be carefully controlled so that the entire task force report can be presented. Insofar as possible, role playing should be utilized by the task force groups when making their final presentation. Audience participation may also be requested in the final report session.

Working on their own, under the leadership of key individuals elected to these leadership positions, the sub-groups prepare a presentation to be given to the total group. The presentation should include utilization of many leadership techniques such as role playing, group discussions, panels, explan ation, illustration, and demonstration.

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TF-7

For Discussion Purposes Only

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Adult and Vocational Education
Division of Vocational and Technical Education
Washington, D.C.

## TASK FORCE OBJECTIVES

To provide a situation and a setting in which the leadership potential of the group may be demonstrated.

To make it possible for individuals within each of two sub-groups to demonstrate capability in planning, organizing, and presenting an oral report to the entire conference group.

To provide the opportunity for each group to prepare a brief, carefully developed written report to accompany the oral presentation.

To encourage individuals, committees, and sub-group members to utilize the techniques of leadership discussed and demonstrated throughout the conference.

## NATIONAL LEADERSHIP DEVELOPMENT CONFERENCE

## TASK FORCE ASSIGNMENT

esource material for this assignment is contained in the Iowa Project Plan of Activities for 196
n approaching your assignment the following factors should be considered:

1. Certain necessary facts may be missing. It will therefore, be necessary for you to make assumptions in certain cases to achieve the required results. If assumptions are made, they should be carefully stated in order that the results shown in the completed report will have some valid basis in the conclusions reached.
2. An oral report is to be prepared for presentation to the group as scheduled. This report, supported by necessary graphic materials, should be prepared for presentation to an official group such as the State Board for Vocational Education, for the purpose of "selling" a satisfactory vocational education program.
3. A duplicated report is to be prepared by the task force group. Supplementary aids such as charts and pass-out materials to be used as part of the presentation should be included. This final report is to be prepared in professional style and duplicated for distribution to the entire group.

Future references to TF 1 refer to the Iowa Project Plan of Activities for 1966, too lengthy to include in this Seminar report. Interested persons may secure copies from the Division of Vocational Education, U. S. Office of Education.

3

## NATIONAL LEADERSHIP DEVELOPMENT CONFERENCE

Task Force Assignment - Group A

Indicate the State's plan to extend and improve the vocational education program during the year indicating where the emphasis is to be placed and justifying such emphasis. Use the Iowa State Plan of Projected Program Activities (TF-1) for background information. If problems arise in committee meetings as work on the assignment progresses, refer to handout sheets TF-2, and TF-3 for suggestions.

### Assignment

1. Describe the State's plans for the construction of area vocational education schools during the current year by
    a. Number and types of schools (in terms of section 8 (2) of the Vocational Education Act of 1963)
    b. Educational level of program to be offered
    c. Occupational fields to be provided for
    d. Location and area (school district(s), county(ies), Statewide, to be served by the school
    e. Relate this to Item 3 Part A (See TF-1 P18)
2. Describe the State's program priorities to expand vocational and technical education for high school students for the curren t year. (Refer to manpower needs and employment opportunities in Item 1, Part A, TF-1).
    a. New teaching personnel requirements
    b. New or additional occupational fields to be provided for
    c. Plans for replacement or purchase of new equipment
    d. Plans for improving facilities

2. Describe the State's program priorities to expand vocational and technical education for persons with special needs for the current year. (Refer and relate projections to manpower needs and employment opportunities in Item 1, Part A, TF-1)
    a. New teaching personnel requirements
    b. New or additional occupational fields to be provided for
    c. Plans for replacement or purchase of new equipment
    d. Plans for improving facilities
3. Describe the State's program priorities to expand vocational and technical education for high school students for the current year. (Relate projections to manpower needs and employment opportunities in Item 1, Part A, TF-1)
    a. New teaching personnel requirements
    b. New or additional occupational fields to be provided for
    c. Plans for replacement or purchase of new equipment
    d. Plans for improving facilities
4. Describe the State's program priorities to expand vocational and technical education for post high school students for the current year. (Relate projections to manpower needs and employment opportunities in Item 1, Part A, TF-1)
    a. New teaching personnel requirements
    b. New or additional occupational fields to be provided for
    c. Plans for replacement or purchase of new equipment
    d. Plans for improving facilities

# NATIONAL LEADERSHIP DEVELOPMENT CONFERENCE

Task Force Assignment - Group B

Indicate the State's plan to extend and improve the vocational education program during the year indicating where the emphasis is to be placed and and justifying such emphasis. Use the Iowa State Plan of Projected Program Activities TF-1 for background information. If problems arise in committee meetings as the work on the assignment progresses, refer to handout sheets TF-2, and TF-3 for suggestions.

Assignment:

1. Describe the State's current year plans for strengthening programs of --
    a. Administration and supervision (State and local)
    b. Teacher training
    c. Vocational guidance programs and services (State and Local)
    d. Curriculum development
    e. Research, experimental, and developmental programs
    f. Evaluation of programs and activities
2. Describe the State's program priorities to expand vocational and technical education for persons with special needs for the current year. (Refer and relate projections to manpower needs and employment opportunities in Item 1, Part A, TF-1)
    a. New teaching personnel requirements
    b. New or additional occupational fields to be provided for
    c. Plans for replacement or purchase of new equipment
    d. Plans for improving facilities

GROUP B ASSIGNMENT Continued

3. Describe the State's program priorities to expand vocational and technical education for post high school students for the current year. Relate projections to Item 1, Part A, TF-1.
   a. New teaching personnel requirements
   b. New or additional occupational fields to be provided for
   c. Plans for replacement or purchase of new equipment
   d. Plans for improving facilities
4. Describe the State's program priorities to expand vocational technical education for persons who have already entered the labor market for the current year. (Refer to manpower needs and employment opportunities in Item 1, Part A, TF-1)
   a. New teaching personnel requirements
   b. New or additional occupational fields to be provided for
   c. Plans for replacement or purchase of new equipment
   d. Plans for improving facilities

TF-6

For Discussion Purposes Only

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Adult and Vocational Education
Division of Vocational and Technical Education
Washington, D.C. 20202

## NATIONAL LEADERSHIP DEVELOPMENT CONFERENCE

## Projected Program Activity

1. The State's plan to extend and improve the vocational education program during the year will include emphasis on the following items:

    a. New teaching personnel requirements.

    Teachers of vocational agriculture in Iowa will enter the area of off-farm occupations during this year. The high school distributive education program will require three new teacher-coordinators for newly created positions opening in the 1965-66 school year. There will be the need for 35 new teacher-coordinators.

    b. New or additional occupational fields to be provided for.

    New cooperative programs in trade and industrial education will cover approximately 20 occupations, in addition to auto mechanics and machinist trades.

(The above statements are very brief examples of the kinds of projections to be developed by the group. Expanded projections should be included in the written report. Tables and charts may be prepared for use in giving the oral report, and where appropriate, may be included in the written report as well.)

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# APPENDIX C

# EVALUATION INSTRUMENTS

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## SINGLE SESSION EVALUATION

## LEADERSHIP DEVELOPMENT CONFERENCE

Date: ____________________ Topic: ____________________

Resource Person: ____________________ Discussion Leader: ____________________

1. Did you understand clearly the objectives for this session? ____________________
   Were they adequately realized? ____________________

   If not, which fell short? ____________________

2. Did you think the resource person's training, experience and personal qualifications equipped him to do an able job as keynoter on this topic? ____________________

3. Was the topic adequately illustrated:
   From the leader's own experience? ____________________
   From skilfully chosen source materials? ____________________

4. Did you consider the resource person helpful in his relationship to the smaller discussion group? ____________________

   Did the discussion contribute to your understanding of the topic chosen for this session? ____________________

   ____________________

6. What is your reaction to the methods and materials used by the group leader?

   Please comment: ____________________

   ____________________

   ____________________

7. Did you change, confirm, or strengthen any previous opinions as a result of this session? Please comment: ____________________

   ____________________

   ____________________

8. Did this session prompt you to think in terms of putting a new idea or plan into practice "back home"? Please comment: ____________________

   ____________________

   ____________________

U. of Md. LDS-15

## LEADERSHIP DEVELOPMENT SEMINAR

## CONFERENCE EVALUATION
### First Week

We are interested in getting your reactions, comments, constructive criticism, and suggestions regarding specific phases of the Conference. You need not identify yourself, unless you wish to do so. No attempt will be made to identify your paper, so feel free to express your opinions with complete frankness.

Please react to every item on the evaluation form. Draw a circle around the X that most nearly expresses your reaction. You are urged to comment wherever you wish to further clarify your point of view.

1. To what degree did you understand the objectives of the conference and those of the various sessions?

| | | | | |
|---|---|---|---|---|
| Very Clearly | Clearly | Reasonably Well | Not Very Well | Not at all |
| X | X | X | X | X |

Comment:

2. In what measure were the stated objectives accomplished?

| | | | | |
|---|---|---|---|---|
| Fully | Adequately | Fairly Well | Inadequately | Not at all |
| X | X | X | X | X |

Comment:

3. What is your reaction to the advanced planning and preparation for the Conference?

| | | | | |
|---|---|---|---|---|
| Very Well Done | Well done | Adequate | Inadequate | Very Inadequate |
| X | X | X | X | X |

Comment:

4. As a result of participation in the conference, my concepts of what a leader in the areas of teacher training and curriculum development in trade and industrial education should know and be able to do have been

| | | | | |
|---|---|---|---|---|
| Greatly Clarified | Improved | Slightly Modified | Unchanged | Confused |
| X | X | X | X | X |

Comment:

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Division of Vocational Education
Washington 25, D. C.

## NATIONAL LEADERSHIP DEVELOPMENT CONFERENCE

## POST CONFERENCE EVALUATION.

Conference Identification___________

DIRECTIONS: Please indicate your feelings about the conference in which you just participated. Do not sign this questionnaire. Draw a circle around the "X" that most nearly expresses how you feel.

1.

| very successful | quite successful | about average | not very successful | very poor conference |
|---|---|---|---|---|
| X | X | X | X | X |

2. Conference strong points:

3. Conference weaknesses:

4. What was most important and useful to you?

5. Briefly comment on major reasons for your reaction.

U. of Md. LDS-16

5. To what extent were members given an opportunity to participate actively in the meetings?

| Every Opportunity | Many | Some | Few | Almost no Opportunity |
|---|---|---|---|---|
| X | X | X | X | X |

Comment:

6. In your opinion, were there opportunities for personal conferences with group leaders and resource persons?

| Numerous | Very Adequate | Adequate | Hardly Sufficient | Insufficient |
|---|---|---|---|---|
| X | X | X | X | X |

Comment:

7. The physical arrangements seemed to be

| Perfect | Good | Adequate | Fair | Poor |
|---|---|---|---|---|
| X | X | X | X | X |

Comment:

8. As to the provisions for getting acquainted and the allotment of time for fellowship, I feel arrangements were

| Very Adequate | Adequate | So-so | Not quite Adequate | Inadequate |
|---|---|---|---|---|
| X | X | X | X | X |

Comment:

9. Please list changes you feel would improve the conference. (Touch on such items as: other objectives, different dates, new topics, specific resource people, variations in conference leaders and the like.)

10. Additional Comment. (Attach another sheet if more space is needed.)

## INVENTORY/EVALUATION

Leadership Development Seminar

Instructions: This inventory/evaluation is intended to explore the way you feel about your own competency and understanding of leadership development. Opposite each item, listed below, place a check (✓) in the column that most nearly represents your true feeling concerning that item.

Please fill in this inventory/evaluation sheet and return it to the registration desk when you come to the conference. This is important!

| GENERAL | much | fair amount | some | small amount | none |
|---|---|---|---|---|---|
| 1. My own present ability as a leadership development person . . . | | | | | |
| 2. My own experience with the leadership development process. . . | | | | | |
| 3. My understanding of the leadership development process . . . . . . . . | | | | | |
| 4. My skill in the use of the leadership development process. . . | | | | | |
| 5. My interest to help instruct others in the leadership development process. . . . . . . . . . . . | | | | | |
| 6. My curiosity to find out more about some of the more obscure elements of the leadership process. | | | | | |
| 7. My present intent to use leadership development processes in my everyday work. . . . . . . . . . . | | | | | |
| 8. The ability of "educators", in general, to learn and use the leadership development process . . | | | | | |
| 9. The extent of security I have in using the leadership development process. . . . . . . . . . . . | | | | | |
| 10. The degree to which my interest in the leadership development process may help overcome any insecurity I feel . . . . . . . . | | | | | |

| SPECIFIC UNDERSTANDINGS/SKILLS | much | fair amount | some | small amount | none |
|---|---|---|---|---|---|
| 1. My own understanding of our heritage in Vocational-Technical Education . . . | | | | | |
| 2. My understanding of Leadership - Administrative - Supervisory implications of Vocational-Technical Educatio legislation . . . . . . . . . . . . . . . | | | | | |
| 3. My understanding of the place of Vocational-Technical Education in today's "World of Work". . . . . . . . | | | | | |
| 4. My understanding of State plans and programs in Vocational-Technical Education in my own State . . . . . . . | | | | | |
| 5. My understanding of counseling and other supportive services in Vocational-Technical Education . . . . | | | | | |
| 6. My understanding of programs of pre- and in-service teacher education in Vocational-Technical Education . . . . | | | | | |
| 7. My experience in working with/in programs of pre-and in-service teacher education in the area of Vocational-Technical Education . . . . . . . . . . | | | | | |
| 8. My understanding of research and experimental programs now in progress in Voc. Tech. Education . . . . | | | | | |
| 9. My experience in working with research and experimental programs in Vocational Technical Education . . . . . . . . . . | | | | | |
| 10. My experience in coordinating Vocational-Technical Education program activities with other agencies . . . . | | | | | |
| 11. My understanding of the evaluative process and its relationship to Vocational-Technical Education . . . . | | | | | |
| 12. My skill in evaluating progress in Vocational-Technical Education . . . . | | | | | |

Other Comments :

Signature ______________________

## EVALUATION

Please fill in the following questionnaire.
List your responses in order of importance.
Be brief.
Thank you.

I. What has been MOST WORTHWHILE to YOU in this seminar? Why?

II. What has been LEAST WORTHWHILE to YOU in this seminar? Why?

III. What SUGGESTIONS do YOU have for the IMPROVEMENT of future seminars?

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# APPENDIX D

## VOCATIONAL - TECHNICAL EDUCATION
## STATISTICAL DATA

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## Estimated Fall Enrollment in Fifth Grade Compared With High School Graduates Eight Years Later: United States, 1949-57 to 1958-66

| Fall of | Fifth Grade Enrollment (in millions) | School Year | High School Graduates (in millions) | Dropouts, Fifth Grade to High School Graduation (in millions) |
|---|---|---|---|---|
| 1949 | 2.4 | 1956-57 | 1.4 | 1.0 |
| 1950 | 2.5 | 1957-58 | 1.5 | 1.0 |
| 1951 | 2.7 | 1958-59 | 1.6 | 1.1 |
| 1952 | 2.9 | 1959-60 | 1.9 | 1.0 |
| 1953 | 3.0 | 1960-61 | 2.0 | 1.0 |
| 1954 | 2.9 | 1961-62 | 1.9 | 1.0 |
| 1955 | 2.9 | 1962-63 | 2.0 | .9 |
| 1956 | 3.3 | 1963-64 | 2.3 | 1.0 |
| 1957 | 3.8 | 1964-65 | 2.7 | 1.1 |
| 1958 | 3.7 | 1965-66 | 2.7 | 1.0 |

E: Includes public and non-public schools in the 50 States and D. C.

RCE: U. S. Department of Health, Education, and Welfare, Office of Education.

## Vocational Enrollment and Percentages in Secondary Public Schools, Grades 9-12

| School Year | Secondary Enrollments | Actual Enrollment | 30% Secondary Enrollment in Voc-Tech. Ed. | 40% Secondary Enrollment in Voc-Tech. Ed. | 50% Secondary Enrollment in Voc.Tech. Ed. |
|---|---|---|---|---|---|
| 1965 | 11,618,000 | 2,612,098 3/<br>(22.5%) | | | |
| 1966 | 12,000,000 | 3,250,000 2/ 3/ | | | |
| 1967 | 12,800,000 | | 3,840,000 | 5,120,000 | 6,400,000 |
| 1968 | 12,800,000 | | 3,840,000 | 5,120,000 | 6,400,000 |
| 1969 | 13,200,000 | | 3,960,000 | 5,280,000 | 6,600,000 |
| 1970 | 13,500,000 | | 4,050,000 | 5,400,000 | 6,750,000 |
| 1975 | 15,000,000 | | 4,500,000 | 6,000,000 | 7,500,000 |

1/ From preliminary tables to be included in Projections of Educational Statistics, OE-10030 - 1966 Edition, Office of Education

2/ Estimated from preliminary reports

3/ The enrollments in day school secondary programs include the totals of 1,234,388 in 1965, and an estimated 1,280,000 in 1966, in Home Economics.

## Vocational Enrollments and Percentages by Occupational Categories in Secondary Schools, Grades 9-12, School Year 1965

| Occupational Category | Enrollment | Percentage |
|---|---|---|
| Agriculture | 504,795 | 19.3 |
| Distribution and Marketing | 76,186 | 2.9 |
| Health | 8,744 | 0.3 |
| Home Economics | 1,234,788) | 47.9 |
| Gainful Employment | 14,169) | |
| Office | 497,954 | 19.1 |
| Technical | 23,675 | 0.9 |
| Trade and Industry | 251,787 | 9.6 |
| Totals | 2,612,098 | 100.0 |

## Actual and Projected Enrollments and Percentages
## Vocational and Technical Education

| Total Enrollments and Percentages | 1964 | | 1965 | | 1966 | | 1970 | | 1975 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 4,566,390 | 100.0 | 5,430,611 | 100.0 | 5,789,520 | 100.0 | 9,676,415 | 100.0 | 14,000,000 | 100.0 |
| Enrollment by Type of Training Program | Enrollment | % | Enrollment | % | Enrollment | % | Enrollment | % | Enrollment | % |
| Agriculture | 860,605 | 19.0 | 887,529 | 16.0 | 868,428 | 15.0 | 1,064,406 | 11.0 | 1,230,000 1/ | 9.0 |
| Distribution and Marketing | 334,126 | 7.0 | 333,342 | 6.0 | 405,266 | 7.0 | 870,875 | 9.0 | 1,440,000 | 10.0 |
| Health | 59,006 | 1.0 | 66,772 | 1.0 | 173,686 | 3.0 | 677,350 | 7.0 | 1,450,000 | 10.0 |
| Home Economics | 2,022,138 | 44.0 | 2,098,520 | 39.0 | 1,968,437 | 34.0 | 2,322,340 | 24.0 | 2,100,000 | 15.0 |
| Office | | | 730,904 | 13.5 | 810,673 | 14.0 | 1,499,844 | 15.5 | 2,400,000 | 17.0 |
| Technical | 221,241 | 5.0 | 225,737 | 4.5 | 260,528 | 4.5 | 675,500 | 7.0 | 1,260,000 | 9.0 |
| Trade and Industry | 1,069,274 | 24.0 | 1,087,807 | 20.0 | 1,302,502 | 22.5 | 2,566,100 | 26.5 | 4,120,000 | 30.0 |

1/ 44% in farming and direct farm-related training, and 56% in occupations related to Agriculture.

## Vocational and Technical Education
## Enrollment by Purposes
## Vocational Education Act of 1963

| | 1964 | 1965 |
|---|---|---|
| 1. Secondary | 2,140,756 1/ | 2,819,250 1/ |
| 2. Post Secondary | 170,835 | 207,201 |
| 3. Adult | 2,254,802 | 2,378,522 |
| 4. Special Needs | | 25,638 |
| Totals | 4,566,393 | 5,430,611 |

## Occupational Categories Enrollment - By Purposes

| Occupational Categories | Secondary 1/ | | Post Secondary | | Adult | | Special Needs | |
|---|---|---|---|---|---|---|---|---|
| | 1964 | 1965 | 1964 | 1965 | 1964 | 1965 | 1964 | 1965 |
| Agriculture | 501,819 | 516,893 | | 2,054 | 358,786 | 367,287 | | 1,295 |
| Distribution and Marketing | 55,132 | 76,186 | 2,688 | 6,384 | 276,306 | 250,222 | | 550 |
| Health | 5.474 | 8,744 | 41,038 | 21,303 | 12,493 | 36,517 | | 208 |
| Home Economics | 1,308,453 | 1,442,807 | 1,652 | 2,060 | 712,033 | 650,211 | | 3,442 |
| Office | | 498,034 | | 43,633 | | 187,468 | | 1,769 |
| Technical | 20,755 | 23,877 | 71,824 | 71,845 | 128,662 | 130,015 | | |
| rades and Industry | 249,119 | 252,709 | 53,633 | 59,922 | 766,522 | 756,802 | | 18,374 |
| Totals | 2,140,752 | 2,819,250 | 170,835 | 207,201 | 2,254,802 | 2,378,522 | | 25,638 |

1/ Secondary enrollments include 1,308,453 in 1964 and 1,234,388 in 1965, in Home Economics non-gainful Programs.

### First-Time Fall Degree-Credit Enrollment in All Institutions of Higher Education, United States and Outlying Areas, 1957-1974

| Fall or | First-Time Enrollment | Year | No. of Four-Year Degrees Conferred | Degrees as a Percentage of First-Time Enrollment |
|---|---|---|---|---|
| 1957 1/ | 729,725 | 1960-61 | 365,337 | 50.1 |
| 1958 1/ | 781,075 | 1961-62 | 382,822 | 49.0 |
| 1959 1/ | 826,969 | 1962-63 | 410,421 | 49.6 |
| 1960 1/ | 929,823 | 1963-64 | 460,467 | 49.5 |
| 1961 1/ | 1,026,087 | | | |
| 1962 1/ | 1,038,620 | | | |
| 1963 1/ | 1,055,146 | | | |
| 1964 1/ | 1,234,806 | | | |
| Projected 2/ | | | | |
| 1965 | 1,456,000 | | | |
| 1966 | 1,441,000 | | | |
| 1967 | 1,451,000 | | | |
| 1968 | 1,482,000 | | | |
| 1969 | 1,540,000 | | | |
| 1970 | 1,627,000 | | | |
| 1971 | 1,713,000 | | | |
| 1972 | 1,790,000 | | | |
| 1973 | 1,857,000 | | | |
| 1974 | 1,926,000 | | | |

1/ Source: OE Circulars on Opening Fall Enrollment and Degrees Conferred

2/ Source: Projections of Educational Statistics, Bulletin OE-10030-65, p.64

AUTHORIZATIONS UNDER THE FEDERAL ACTS

(In Millions)

| Fiscal Year | Vocational Education Act of 1963 |  |  | Smith-Hughes and George-Barden Acts | Totals | ARA | MDTA | Totals All Vo-Tech. and Training Funds |
|---|---|---|---|---|---|---|---|---|
|  | Available to States | Research & Development Grants | Work-Study & Residential Schools |  |  |  |  |  |
| 1960 |  |  |  | 47.8 | 47.8 |  |  | 47.8 |
| 1964 | 54.0 | 6.0 |  | 57.15 | 117.15 | 3.3 | 79.4 | 199.85 |
| 1965 | 106.65 | 11.85 | 30.0) ) 4 | 57.15 | 205.65 | 3.3 | 118.0 | 326.95 |
| 1966 | 159.75 | 17.75 | 50.0) ) yrs. | 57.15 | 284.65 | 11.0 | 183.0 | 478.65 |
| 1967 | 202.5 | 22.5 | 35.0) )only | 57.15 | 317.15 | 11.0 | 183.0 | 511.15 |
| 1968 | 202.5 | 22.5 | 35.0) | 57.15 | 317.15 | 11.0 | 183.0 | 511.15 |
|  | and | thereafter |  |  |  |  |  |  |

## Comparison of Expenditures by Occupational Categories
## Fiscal Years 1964 and 1965*
## Vocational and Technical Education

| Occupational Category | Expenditures | | | Percent of Total |
|---|---|---|---|---|
| | Federal | State and Local | Total | |
| | Fiscal Year 1964 | | | |
| Agriculture | $13,719,186 | $63,755,225 | $77,474,411 | 23.3 |
| Distribution and Marketing | 2,580,112 | 12,302,366 | 14,882,478 | 4.5 |
| Fisheries | 92,867 | 150,099 | 242,966 | 0.1 |
| Health | 4,760,405 | 7,696,333 | 12,456,738 | 3.7 |
| Home Economics | 8,874,010 | 80,998,222 | 89,872,232 | 27.0 |
| Office | | | | |
| Technical | 13,596,803 | 21,310,109 | 34,906,912 | 10.5 |
| Trade and Industry | 11,403,492 | 91,545,885 | 102,949,377 | 30.9 |
| Totals | $55,026,875 | $277,758,239 | $332,785,114 | 100.0 |
| | Fiscal Year 1965 | | | |
| Agriculture | $ 20,286,074 | $ 66,317,083 | 86,603,157 | 18.1 |
| Distribution and Marketing | 4,581,691 | 16,964,842 | 21,546,533 | 4.5 |
| Fisheries | 65,102 | 281,855 | 346,957 | 0.1 |
| Health | 5,303,875 | 14,508,043 | 19,811,918 | 4.1 |
| Home Economics | 9,399,132 | 83,266,755 | 92,665,887 | 19.3 |
| Office | 12,119,738 | 41,570,756 | 53,690,494 | 11.2 |
| Technical | 21,627,377 | 42,294,382 | 63,921,759 | 13.3 |
| Trade and Industry | 35,181,353 | 105,698,775 | 140,880,128 | 29.4 |
| Totals | $108,564,342 | $370,902,491 | $479,466,833 | 100.0 |

## Facility Needs to Accomodate Projected Enrollments

## Vocational and Technical Education

| Year | Enrollment | Enrollment Increased Over Previous Year | New Work Stations Needed1/ | Estimated Costs 2/ |
|---|---|---|---|---|
| 1964 | 4,566,393 | | | |
| 1965 | 5,430,611 | 864,218 | 288,073 | $ 532,935,050 |
| 1966 | 5,789,520 | 358,909 | 119,636 | 221,326,600 |
| 1967 | 6,368,472 | 578,952 | 192,984 | 357,020,400 |
| 1968 | 7,323,742 | 955,270 | 318,423 | 589,082,550 |
| 1969 | 8,205,828 | 882,086 | 294,029 | 543,953,650 |
| 1970 | 9,676,415 | 1,470,587 | 490,196 | 906,862,600 |
| 1975 | 14,000,000 | 4,323,585 | 1,441,195 | 2,666,210,750 |
| Totals | --- | 9,433,607 | 3,144,536 | $5,817,391,000 |

1/ Work stations needed are calculated on the basis of each station serving three different students in classes operated -- one in the morning, one in the afternoon, and one in the evening.

2/ Estimated costs for facilities are calculated by multiplying the number of new work stations needed by $1,850. Justification for the cost of $1,850 per student-work station is indicated as follows:

> A sampling of 20 contracts for school construction accomplished in 1965 in several States reveals a median cost of $1,890 per pupil. Cost data are based on 1965 contract data published in the Engineering News Record. Costs per pupil ranged from a State average of $882 in Tex to $4,300 in Massachusetts. Average costs per square foot ranged from $11 in Kansas, to $25 in New York City and Hawaii. The norm was a little better than $20.
>
> Previous projections when correlated with States' reported construction indicated average costs of $1,850 per pupil or per work station, and $20 per square foot. These costs were derived from an estimated total of $85+ million for constructing 1,978 classrooms, shops, and laboratories.